

GRADE 3

Implementation GUIDE

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

Acknowledgments appear on page 95, which constitutes an extension of this copyright page.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or likewise. For information regarding permissions, write to Rights Management & Contracts, Pearson Education, Inc., 221 River Street, Hoboken, New Jersey 07030.

Pearson and ReadyGEN are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc., or its affiliates.

Common Core State Standards: © Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

ISBN-13: 978-0-328-83084-8

ISBN-10: 0-328-83084-4

1 2 3 4 5 6 7 8 9 10 V003 18 17 16 15 14

Table of Contents

What is <i>ReadyGEN</i> ?	4
How do I use <i>ReadyGEN</i> ?	6
Instructional Routines	7
Generative Vocabulary	8
Text Complexity	10
Assessments	11
Reading Instruction	12
Writing Instruction	14
Scaffolding	16
Foundational Skills	18
Pacing	19
What is the research behind <i>ReadyGEN</i> ?	20
Where are my standards covered in <i>ReadyGEN</i> ?	62
Scope and Sequence	64
Unit Overviews	72
Common Core Standards Correlations	82

Welcome to *ReadyGEN*

A Whole New Level of Ready!

Dear *ReadyGEN* Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. *ReadyGEN* is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The *ReadyGEN* Team



What is *ReadyGEN*?



Get ready, teachers, for *ReadyGEN*! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, University of Texas

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this next generation of readers and writers ready to meet the challenge presented by the Common Core.

—P. David Pearson, University of California, Berkeley

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to meet the expectations of the Common Core Standards and to prepare for college and careers, *ReadyGEN* provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, *ReadyGEN* has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. *ReadyGEN* is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing prescribed by the Common Core Standards. Using *ReadyGEN*'s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.

How do I use *ReadyGEN*?

ReadyGEN lessons are designed with Dr. P. David Pearson's gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. *ReadyGEN*'s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN's lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, *ReadyGEN* combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your *ReadyGEN* lessons:

1. Read the Performance-Based Assessment (PBA) for the module.
Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.
2. Read the module text set, which includes the anchor and supporting texts.
3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each *Teacher's Guide*. Make note of the focus of each text and any features or content that might present roadblocks for your students.
4. Review the *Scaffolded Strategies Handbook* lessons for the module in tandem with the core *Teacher's Guide*. Decide which Handbook lessons, if any, will be most helpful for your students.

Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher's Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Team Talk—Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading/Read Together Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary
- Reading Wrap-Up Routine
- Writing Wrap-Up Routine

ReadyGEN Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.

Generative Vocabulary



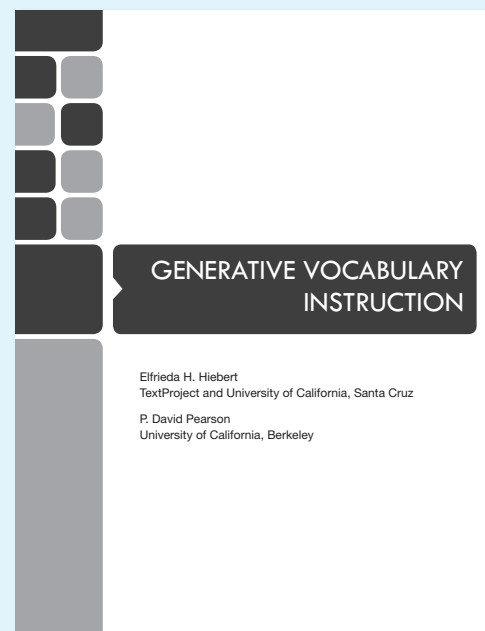
Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, *TextProject* and
University of California, Santa Cruz

A hallmark of *ReadyGEN* is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. *ReadyGEN* employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonRealize.com and download the document *Generative Vocabulary Instruction*.



BENCHMARK VOCABULARY These words are important for understanding concepts within a text. This vocabulary is addressed during Focused Reading Instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

BY-THE-WAY WORDS These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

GENERATIVE VOCABULARY IN SPEAKING AND WRITING

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Planet Earth*, p. 4, with the word *rocket*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach the meaning of *rocket*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *rocket*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

ReadyGEN Teacher's Guide

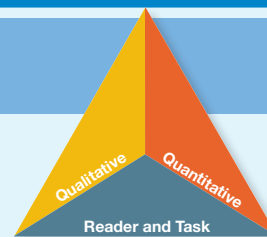
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks "like a huge, bright disk colored blue and white." What clues in the book help you understand what a disk is? (The illustration shows Earth looking like a circle colored blue and white, so a disk must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? (He provides a definition to answer the question of what a planet is: "a huge ball of rock or gas that moves around the Sun.") Which planet in particular does the author talk about in this book? (Earth)

ReadyGEN Teacher's Guide

Becoming Researchers				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
play	pretend	actor, host	Topic	
pretender	play	host	Topic	
vibrations	vibrate	shaking, movement	Topic	
evaporation	evaporate, vapor	disappearance, transformation	Topic	
interaction	act, action, interact	exchange	Topic	
boundaries	bound	borders, edge, perimeter	Topic	
examine	examination	inspects, looks	Big Idea	
examined	examination	inspected	Topic	
dramatic	drama, dramatically	act	Topic	
discrete	discrete	unit	Topic	
secretly	secretly	confidentially, secretly	Topic	
striking (adj)	striking	beautiful, noticeable, surprising, remarkable	Topic	
retreat	retreat	hurry, refuge, sanctuary	Topic	
cracks	crack, opening		Topic	
obstacle			Topic	
expedition	expedite		Big Idea	
extending	extended	extending	Topic	
rolls	roll	roll	Topic	
comparative	compare	comparing, studying	Big Idea	
pristine		pristine, perfect	Topic	

ReadyGEN Teacher's Guide

UNIT 1 • MODULE A				
Becoming Researchers				
Vocabulary to Unlock Text				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
aggressive	aggression, aggressive	physical, combat	Topic	
documented	document	recorded, observed	Topic	
adapted		adjusted, acclimated, transformed	Topic	
integral		important, critical, necessary	Topic	
SUPPORTING TEXT: <i>The Boy Who Drow Alike</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
migrate	migration, migrant	travel	Topic	
inhabited	inhabitation	dwelt, nest	Topic	
transformed	transformation, transformative	change	Topic	
rehabilitated	rehab, rehabilitate	restored	Big Idea	
inhabit	inhabitation	occupy, move	Topic	
complex	complexity	difficult, complicated	Topic	
theory	theoretical	idea, concept	Big Idea	
SUPPORTING TEXT: <i>"Froggie Frog"</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
interviewed	interview	researched, studied	Topic	
extinction	extinct	depletion	Big Idea	
juvenile		young, adolescent	Topic	
surge	surge	increase	Topic	
attitudes		beliefs	Topic	
native	nativity	domestic	Topic	
vulnerable	vulnerability	fragile	Big Idea	
exposed	exposure	vulnerable, uncovered	Topic	



Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The Common Core Standards suggest a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. As outlined in Appendix A of the Common Core Standards, the three parts are:

QUANTITATIVE MEASURES

The quantitative dimensions of a text include the readability score, such as the Lexile, Dale-Chall, or Flesch-Kincaid score, as well as other scores of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

QUALITATIVE MEASURES

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

READER AND TASK CONSIDERATIONS

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.

Assessments

ReadyGEN provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

BASELINE ASSESSMENT This test is designed to determine students' instructional needs at the outset of the year and establish a "starting point" for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

FORMATIVE ASSESSMENTS Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Monitor Progress If . . . then** suggestions throughout the *Teacher's Guide* for observing and assessing students' progress; Formative Assessment suggestions in many writing lessons; student work in the *Reader's and Writer's Journal*; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

PERFORMANCE-BASED ASSESSMENTS Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students' mastery of the standards. The *Teacher's Guide* features a four-point writing rubric to evaluate students' PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

END-OF-UNIT ASSESSMENTS These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

ASSESSMENT BOOK The grade-specific *Assessment Book: Teacher's Manual* provides an overview of the *ReadyGEN* assessment component; offers tips for assessing English language learners; provides fluency and running-record information and passages; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*.

Reading Instruction

Using carefully organized text sets and a routines-based instructional path, *ReadyGEN* is designed to accelerate delivery of the Common Core instructional shifts in elementary English language arts classrooms.

Each *ReadyGEN* text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Read the Text

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently.

ReadyGEN Tip

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.

After reading, students reflect on the gist of the selection and their general understanding of it. During the second read, or Close Reading, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, students go back to discuss and reread only portions of the selection to answer text-dependent questions, always citing evidence from the text.

Focused Reading Instruction

The goal of the Focused Reading Instruction is to allow students to dig deeper into focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. The following lesson parts make up Focused Reading Instruction:

VOCABULARY DEVELOPMENT Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

TEXT-BASED CONVERSATION and **TEAM TALK** Students work collaboratively in whole group or small groups to discuss the text. Then, with a partner, they state and support an opinion about what they have read.

READING ANALYSIS and **LANGUAGE ANALYSIS** During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author's purpose and genre, are also included in these discussions. During Language Analysis, students learn about author's craft, or "how the text works." Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

WRITING IN RESPONSE TO READING Students write in response to a prompt about what they have read. They are required to cite evidence from the text in their writing.

ACCOUNTABLE INDEPENDENT READING Students have an opportunity to extend and apply what they have learned to a "just right" text of their choice.

READING WRAP-UP Students reflect on the reading they have done and share the work they have accomplished throughout the lesson.

READING OBJECTIVES

Identify how words support meaning in an informational text.

Correctly use *Planet Earth* when the text is used.

Use text features to locate information.

Build an author's talk conversation.

BENCHMARK VOCABULARY

✓ model, p. 4

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCTION Print and read about the sentence from *Planet Earth*, p. 4, with the word *model*.

TEACH Using the Benchmark Vocabulary Routine for Informational Text on pp. TR52–TR53, teach the meaning of *model*. Then use the information on pp. TR52–TR53 as a guide to expand children's vocabulary through discussion of the words that are connected to *model*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 212 in the Reader's and Writer's Journal. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the Whole Class Discussion Routine on pp. TR6–TR8. Review the information found on the Contents page and in the Index. Think about these text features. These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on others' talk in conversations by linking their comments to the remarks of others.

Team Talk

STATE AND SUPPORT AN OPINION Use the Think-Pair-Share Routine on pp. TR32–TR33. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)

Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that helps readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features.

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list.)
- What format does the author use to give answers? (A numbered list of answers are given under the flag.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE Have children turn to another spread of the book. Then, on p. 213 in the Reader's and Writer's Journal, have them explain how the text features and structure help them locate information.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the Reader's and Writer's Journal to review this prompt: *On the question-and-answer flag in the book, help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the Independent Reading Routine on pp. TR52–TR53.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR45.

UNIT 4 • MODULE B

WHOLE GROUP

INDEPENDENT

184 Unit 4 • Module B • Lesson 1

See Routines on pp. TR2–TR45

185

ReadyGEN
Teacher's Guide

13

Writing Instruction



In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson's *ReadyGEN* makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, *ReadyGEN* gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in *ReadyGEN* provides instruction in key process skills that will transform students into lifelong writers. Right from the start, *ReadyGEN* is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The *ReadyGEN* instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. *ReadyGEN* provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each **Writing** lesson in a module focuses on one writing type as specified in the Common Core Standards—narrative, informative/explanatory, or opinion—all in service of the **Performance-Based Assessment** that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers' styles and techniques.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their *Reader's and Writer's Journal*.

During **Independent Writing Practice**, students have another opportunity to apply the writing skills and conventions they've discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with a **Writing Wrap-Up**, during which students share their work using the Writing Wrap-Up Routine.

Performance-Based Assessment
Grade 2 • Unit 4 • Module B
PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to

- introduce your topic.
- use facts and definitions to develop points.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 W questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4-5 W questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes few key details.	Topic is introduced but only somewhat developed and includes	Informative article includes few details, facts, and definitions, and answers 3-4 W questions.	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.

Writing

Informative/Explanatory Writing

WRITING OBJECTIVES
Understand how facts and details from a text show how the text is related to the unit title. **G-2-1**
Identify adjectives.

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how it relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and change by using facts, examples, and details from the text.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the title of the unit?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the Scaffolded Strategies Handbook to provide additional support for struggling writers.

ANALYZE THE MODEL. Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that one challenge people face is how to build buildings that won't collapse during an earthquake.

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: Facing Challenges and Change.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS: Adjectives
TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which one, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a **huge, bright disk** colored blue and white.

The adjective **huge** tells the size of the disk. The adjective **bright** gives more information about what the disk looks like.

PRACTICE Pair children. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives. For additional practice in identifying adjectives, have children turn to p. 215 of the *Reader's and Writer's Journal*.

188 Unit 4 • Module B • Lesson 1
189

Scaffolding



Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction to ensure that text is used as a primary resource for students to meet these understandings will take you a long way toward implementing the Common Core Standards.

—Sharon Vaughn, University of Texas

ReadyGEN provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students.

Scaffolded Instruction notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

Scaffolded Instruction for Small Group

The **Strategic Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson. Using the **Monitor Progress If . . . then** suggestions will guide you in determining the level of support students need during small group lessons. The teacher-led small groups in *ReadyGEN* are flexible and responsive to the needs of individual students. The groups will vary from lesson to lesson. Gather your small groups based on which students would benefit from additional scaffolding or extensions in a particular area. While you are working with small groups, other students will read independently, complete independent work, or work at a small group center or in collaborative groups.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.

Sleuth is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Ask Questions
- Make Your Case
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

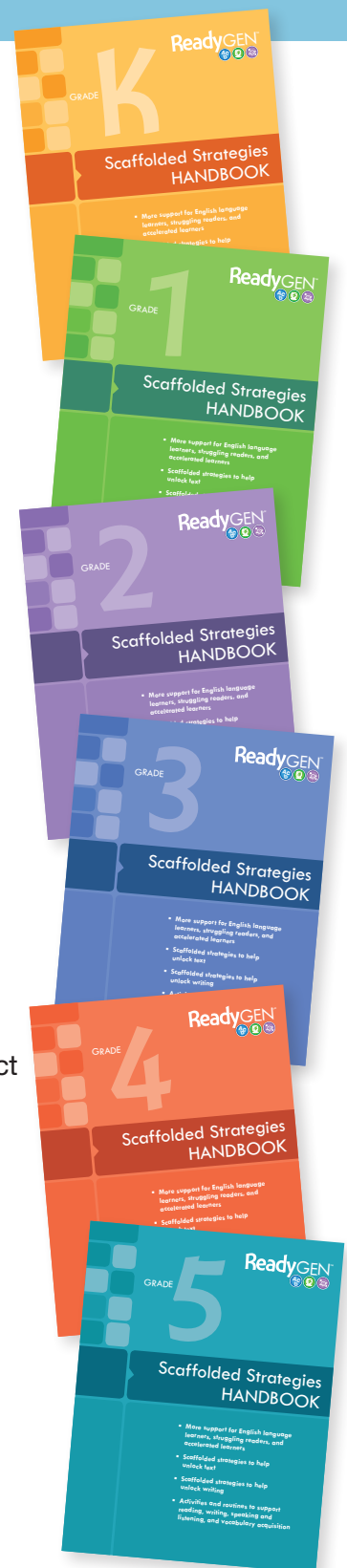
Scaffolded Strategies Handbook

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher's Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into three parts.

PART 1: UNLOCK THE TEXT provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

PART 2: UNLOCK THE WRITING includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types required by the Common Core Standards: narrative, informative/explanatory, and opinion.

PART 3: ROUTINES AND ACTIVITIES is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom and address the Common Core Standards.



Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides an optional *Phonics Kit* for Grades K–3 and an optional *Word Analysis Kit* for Grades 4–5 for you to use along in conjunction with the *ReadyGEN* program for an additional 20–30 minutes of instruction.

The *ReadyGEN* scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The *ReadyGEN* word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

KIT COMPONENTS

- Teacher's Guide (K–5)
- Picture Cards (K–3)
- Alphabet Cards (K–3)
- High-Frequency Word Cards (K–3)
- Vocabulary Cards (4–5)
- Kindergarten Readers (K)
- Decodable Readers (K–3)
- Practice Readers (4–5)
- Phonics Activity Mats (K–3)
- Letter Tiles (K–5)
- Sound-Spelling Cards (1–3)
- Phonics Songs and Rhymes Flip Chart (K)
- Audio CD (K)



Pacing

How do I pace my *ReadyGEN* day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

WHOLE GROUP Reading 30–40 min	First Read: Explore the Text Second Read: Close Reading Focused Reading Instruction	10–15 minutes 10 minutes 10–15 minutes
SMALL GROUP Scaffolding 30–40 min	Strategic Support Extensions	Goal: Meet with up to 3 groups per day for 10–15 minutes each.
WHOLE GROUP Writing 30–40 min	Writing Type Independent Writing Writing Wrap-Up	15–20 minutes 10–15 minutes 5 minutes

What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader's and Writer's Journal*.
- work in the small group centers.
- engage in accountable independent reading.

Timesaving Tips

- Set a one- to two-minute time limit for Team Talk activities during Focused Reading Instruction.
- During the second read have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency check in small groups, limit the reading to a paragraph or two rather than an entire page.



What is the research
behind *ReadyGEN*?

UNIT 3

Seeking Explanations

ReadyGEN uses the principles of backward design to help teachers deliver instruction based on learning goals. Each unit focuses on a Big Idea, which is further articulated at the module level in the Enduring Understandings. Essential Questions frame instruction and guide students along a clear pathway toward the Enduring Understandings and the important themes, or Big Ideas, of literacy.



xii Unit 3

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

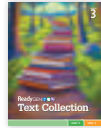
Wiggins and McTighe, 2000

MODULE A	Common Core Lesson Launch	1–11
Lessons 1–18		12–191
Performance-Based Assessment (Opinion)		192–199

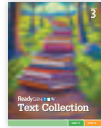
TEXT SET



ANCHOR TEXT
Storm in the Night



SUPPORTING TEXT
Knots on a Counting Rope



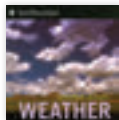
SUPPORTING TEXT
Paul Bunyan



SLEUTH
"We Need New Tornado Warnings!"
"Taking Shelter"

MODULE B	Common Core Lesson Launch	200–211
Lessons 1–18		212–391
Performance-Based Assessment (Expository)		392–399

TEXT SET



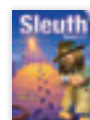
ANCHOR TEXT
Weather



SUPPORTING TEXT
Living Through a Natural Disaster



SUPPORTING TEXT
On the Same Day in March



SLEUTH
"Weather Work"
"Be Prepared!"

UNIT 3	Common Core Teacher Resources	
Routines		TR2–TR49
Graphic Organizers		TR50–TR64
Text Complexity Rubrics		TR66–TR75
Leveled Reader Instructional Pages		TR79–TR88

At Grade 3, **ReadyGEN** has four units of study. Each unit is focused on a central concept.

A unit is divided into two modules. Each module is built around a text set, which consists of an anchor text, a supporting text, and *Sleuth*. Some selections are stand-alone trade books, other selections are contained in the *Text Collection*, and text for additional close reading is found in *Sleuth*.

"Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation."

Douglas Fisher and Nancy Frey, *Text Complexity: Raising Rigor in Reading*, 2012

UNIT 3

Assessment

There is strong alignment between **ReadyGEN** and the Common Core Standards in the program's various forms of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessment.

ReadyGEN provides various assessment opportunities for you to use with your students to gauge their progress toward mastery of the Common Core State Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If ... students struggle to make a real-life connection between words and their use.
Then ... use the Language Analysis support below.
If ... students need extra support to understand the text,
Then ... use the Close Reading support below.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of students. Using these Monitor Progress formative assessments, you will be consistently aware of how students are changing and developing throughout the year. You can use this performance data to meet the individual needs of students.

Independent Writing Practice

FORMATIVE ASSESSMENT Have students organize the reasons and details for their opinion essay on p. 180 in their Reader's and Writer's Journal. Students should continue building the topic they began in Lesson 4. Remind students that they are writing about how relationships between people in different generations can have an impact on a person's life. They should choose one opinion statement and reasons that support it from Lessons 5 and 6. Have students:

1. Make an outline including their opinion statement, three reasons, and supporting details for each reason.
2. Use their outline to write an opinion essay about the writing prompt.

FORMATIVE WRITING ASSESSMENTS

Each student's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from students' progress on these tasks can help you quickly identify students needing additional practice. Responsive individual or group instruction can further students on the path toward the module assessment.

"In Common Core, our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students' progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student."

Peter Afflerbach, *Understanding and Using Reading Assessment*, K-12



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

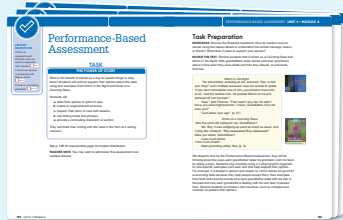
Each module has a **Performance-Based Assessment** that can be used to measure students' mastery of standards.

UNIT 3 • MODULE A The Power of Story

TASK: What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this topic using text examples from *Storm in the Night* and *Knots on a Counting Rope*. Students will state their opinion or point of view.

UNIT 3 • MODULE B News Report

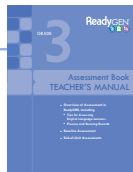
TASK: Students will use what they have learned from *Weather and Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts. Students will write informative news reports to examine a topic and convey ideas and information clearly.



The Performance-Based Writing Assessment assesses the three types of writing genres required in the Common Core Standards for Writing: informative/explanatory, opinion, and narrative.

END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on student progress and inform your instruction.



The End of Unit Assessment is a summative evaluation designed to prepare students for success on the new assessments that measure students' mastery of the Common Core Standards.

“In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to ‘real world’ situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.”

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelietier, and Hibbard,
Teacher's Guide to Performance-Based Learning and Assessment

ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target standards selected for each module. Each unit focuses on an important understanding about how people interact with one another and the natural world. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and insight into the world.

UNIT 3 • MODULE A

Path to Common Core Success

Dig Deeply into Complex Text

Big Ideas

- Generations
- Oral Histories

Enduring Understandings

- **Readers** understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.
- **Writers** understand that opinion writing supports a point of view with reasons.
- **Learners** will explore content to understand that oral histories transmit experience, explanations, and wisdom for generations.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do readers recount stories using text-based details to understand the central message, lesson, or theme?

What does it mean to support your opinion?

MODULE GOALS

Readers will recount stories including character actions and how they contribute to the sequence.

Writers will support a point of view with reasons and evidence.

EXPLORE CONTENT **Learners** will explore content to understand how people use stories to explain the world or combat fear.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, *Understanding by Design*

Seeking Explanations

Text Set

ANCHOR TEXT



Storm in the Night
Lexile 550L
Literary Text

SUPPORTING TEXTS



Knots on a Counting Rope
Lexile 540L
Literary Text



Paul Bunyan
Lexile 790L
Literary Text

SLEUTH



"We Need New Tornado Warnings!"
"Taking Shelter"



PERFORMANCE-BASED WRITING ASSESSMENT

THE POWER OF STORY

What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this topic using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

TARGET STANDARD



Common Core State Standard W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

1

The backward mapping of a **ReadyGEN** unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Carefully chosen content-rich selections support text-based instruction that enables students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.

"In **ReadyGEN** we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read."

P. David Pearson, 2013

Vocabulary to Unlock Text

Generative vocabulary instruction makes visible to students critical features and functions of words and connections among words. This knowledge, then, supports students in generating meanings of unknown words in texts.

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as students dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help students internalize word-learning strategies. Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

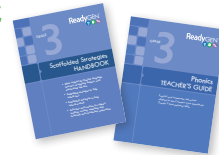
- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Students should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

Additional Vocabulary Support

For Spanish cognates, see the *Scaffolded Strategies Handbook*.

Tier I vocabulary instruction is available in Pearson's *ReadyGEN Phonics Kit*.



“A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words.”

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*

Seeking Explanations

ANCHOR TEXT *Storm in the Night*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
fluttering	fluttery	flapping, waving, flaring	<i>Actions or Movements</i>
brandishing	brand	wielding, thrashing	<i>Actions or Movements</i>
commanded	commanding	demanding	<i>Communication</i>
interrupting	interruption	stopping, obstruct	<i>Communication</i>
ashamed	ashamedly	embarrassed, reluctant	<i>Communication</i>
mutterings	mutter	mumble, utterance, inaudible	<i>Communication</i>

Seeking Explanations

starting point for your class to generate related words. cluster than those listed here.

Links	Possible Semantic Links	Narrative Links
	fastened, harnessed, tethered, coupled, hooked	<i>Actions or Movement</i>
	determined	<i>Character</i>
	calm, relaxed	<i>Character</i>
	crouching, crowded	<i>Actions or Movement</i>
	interest, expectant	<i>Character</i>
	track, narrow cut	<i>Setting</i>
	large rocks, mountains	<i>Setting</i>

3

By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students' vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have students pronounce the word and then read the paragraph in

Tips and Tools

Context Clues

Print out effective context clues to students

TEACHER RESOURCES • COMMON CORE ROUTINE



Benchmark Vocabulary Routine: Literary

COMMON CORE CONNECTIONS

RL.3.4; L.3.4, L.3.5, L.3.6

Rationale

In literary texts, students are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help students understand strategies to address and comprehend new vocabulary in texts. Students need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words. Students also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers students with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E. B. White describes a spider's web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words third-grade students will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part of the plot of *Charlotte's Web*. It is important to address these words so that students understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, students also gain vocabulary awareness that allows them to tackle unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that students can apply in their independent reading.
- rigorous vocabulary instruction helps students expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

Tips and Tools

Context Clues

Give students practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: bark/bark; file/file; hide/hide; line/line; and rest/rest.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Bark*, *mine*, and *present* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *actor*, *action* and *activity*.

Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

“Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*



as you read. For example, in
rd *run* in this way: "Well," said
y small and weak, and it will
ors use an antonym to provide a
otte's Web, "If this is what it's like
e penned up in my own yard."

rd, encourage students to think
family to which it belongs, and/
You may find a Web A or Web B
d webs with students.

The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher's Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher's Guide, help students visualize relationships between and among words and concepts.



Vocabulary Routine: Literary

THE ROUTINE

Benchmark Vocabulary Routine for Literary Text to students. We read narrative text, we will come across many words we've seen or heard before. Authors often help us understand words by using context clues. Sometimes we need to look more closely at a word and break it into word parts. Sometimes we need to look up the definition of the word. Let's look at how words

the sentence or passage containing the word. Include a word into syllables. Have students pronounce the word and write down clues about its meaning. This brings students back into the text to identify the part of speech.

Unit 3 • Benchmark Vocabulary Routine: Literary TR39

Look up the word in a dictionary and read the definition. Understand the meaning as it is used in the text to ensure you understand the word. For example, *Delicate* can be defined as "having fineness of structure, workmanship, or texture" or as "easily torn or hurt." The text says, "Although it is made of thin, delicate strands, the web is not easily broken." The words *not easily broken* help students realize that *delicate* is referring to the "fineness of the structure, workmanship, or texture." You might say that Charlotte's web is "a fine work of art."

- 4 Use the word in other ways, for example, *Making a beaded necklace is delicate work*. Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E. B. White used delicate instead of fragile to explain the strands of a spider's web?*
- 5 Have students compare and contrast the word with synonyms. For example, *How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?*
- 6 Have students turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.
- 7 Guide students to carefully consider word choice and shades of meaning among closely related words as they use this vocabulary to write in response to literary text.

TR40 Unit 3 • Benchmark Vocabulary Routine: Literary

Going Deeper

You may choose to do these additional activities once students are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have students create graphic organizers to show synonyms or morphological family members of the word. For example, teaching the words *familiar*, *unfamiliar*, and *familiarity* with the word *family* helps students understand how words in English work.
- Add vocabulary words to a word wall by categories. Encourage students to notice when others use the vocabulary words in their writing.
- Discuss similes, metaphors, and personification, and have students record examples of each in their vocabulary notebooks.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, "the sun was a flaming torch in the noon sky."

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family prepares students to make connections between words and determine word meaning.

personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, "the eerie shadows danced on the wall of the tent."

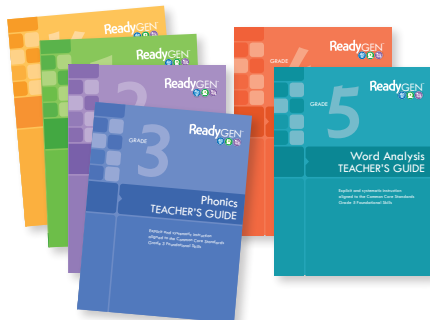
simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, "the water was as smooth as glass."

Unit 3 • Benchmark Vocabulary Routine: Literary TR41

UNIT 3 • MODULE A Planner

ReadyGEN provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.

In addition to the Lesson Plan, time allotted for instruction in foundational skills is necessary for reading success. Pearson's *ReadyGEN Phonics Kits (K–3)* and *Word Analysis Kits (4–5)* provide explicit and systematic instruction of all grade-level foundational skills.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Opinion Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 12–21

READ *Text Collection* pp. 6–11
Knots on a Counting Rope

READING FOCUS Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

WRITING FOCUS Use mode of writing to explain how to write in a genre.

LESSON 2

Teacher's Guide, pp. 22–31

READ *Text Collection* pp. 12–16
Knots on a Counting Rope

READING FOCUS Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

WRITING FOCUS Use mode of writing to explain how to write an opinion on a topic.

LESSON 6

Teacher's Guide, pp. 62–71

READ *Trade Book* pp. 14–27
Storm in the Night

READING FOCUS Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

WRITING FOCUS Provide reasons to support an opinion.

LESSON 7

Teacher's Guide, pp. 72–81

READ *Trade Book* pp. 28–32
Storm in the Night

READING FOCUS Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

WRITING FOCUS Provide reasons with facts or details to support an opinion.

LESSON 11

Teacher's Guide, pp. 112–121

READ *Text Collection* pp. 24–27
Paul Bunyan

READING FOCUS Writers understand that opinion writing supports a point of view with reasons.

WRITING FOCUS Provide a concluding section.

LESSON 12

Teacher's Guide, pp. 122–131

READ *Text Collection* pp. 28–31
Paul Bunyan

READING FOCUS Readers understand that stories help us explain the world to each other through generations, through central message, moral, and theme.

WRITING FOCUS Gather information from print and digital sources to support an opinion.

LESSON 16

Teacher's Guide, pp. 162–171

COMPARE
• *Storm in the Night*
• *Paul Bunyan*

READING FOCUS Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

WRITING FOCUS Use the writing process to revise an opinion essay.

LESSON 17

Teacher's Guide, pp. 172–181

COMPARE
• *Paul Bunyan*
• *Knots on a Counting Rope*

READING FOCUS Writers understand that opinion writing supports a point of view with reasons.

WRITING FOCUS Use the writing process to edit an opinion essay.

Seeking Explanations

LESSON 3

Teacher's Guide, pp. 32–41

READ Text Collection pp. 17–21
Knots on a Counting Rope

READING FOCUS Writers understand that opinion writing supports a point of view with reasons.

WRITING FOCUS Write an opinion piece about the reading text.

LESSON 4

Teacher's Guide, pp. 42–51

REVISIT Text Collection pp. 4–21
Knots on a Counting Rope

READING FOCUS Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

WRITING FOCUS Write an introduction to the opinion topic.

LESSON 5

Teacher's Guide, pp. 52–61

READ Trade Book pp. 4–13
Storm in the Night

READING FOCUS Writers understand that opinion writing supports a point of view with reasons.

WRITING FOCUS State an opinion.

LESSON 8

Teacher's Guide, pp. 82–91

REVISIT Trade Book pp. 4–32
Storm in the Night

READING FOCUS Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

WRITING FOCUS Create an organizational structure that lists reasons.

LESSON 9

Teacher's Guide, pp. 92–101

REVISIT Trade Book pp. 4–32
Storm in the Night

READING FOCUS Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

WRITING FOCUS Use linking words and phrases to connect opinions and reasons.

LESSON 10

Teacher's Guide, pp. 102–111

COMPARE
• *Knots on a Counting Rope*
• *Storm in the Night*

READING FOCUS Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

WRITING FOCUS Provide a concluding statement.

LESSON 13

Teacher's Guide, pp. 132–141

READ Text Collection pp. 32–37
Paul Bunyan

READING FOCUS Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

WRITING FOCUS Take notes on sources to help organize facts and details.

LESSON 14

Teacher's Guide, pp. 142–151

READ Text Collection pp. 38–41
Paul Bunyan

READING FOCUS Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

WRITING FOCUS Use the writing process to plan and prewrite an opinion essay.

LESSON 15

Teacher's Guide, pp. 152–161

REVISIT Text Collection
Paul Bunyan

READING FOCUS Writers understand that opinion writing supports a point of view with reasons.

WRITING FOCUS Use the writing process to draft an opinion essay.

LESSON 18

Teacher's Guide, pp. 182–191

COMPARE
• *Storm in the Night*
• *Knots on a Counting Rope*
• *Paul Bunyan*

READING FOCUS Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

WRITING FOCUS Publish and present an opinion essay.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 192–199

TASK: THE POWER OF STORY

What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this topic using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit*.

7

The order in which the texts are presented and the length of time devoted to each text varies from module to module. Pacing depends on how the texts work individually and together to develop the concept. Pacing also varies according to the makeup of each classroom.

Each lesson's Independent Writing Practice works to lay the groundwork for successful completion of the Performance-Based Assessment, which may be administered over a number of lessons and days.

“Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*

Independent Reading

Through independent reading, students practice and apply what they have learned in whole-group and small-group instruction.

Routines are an integral part of the **ReadyGEN** instructional design, supporting teachers and students. They provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

Accountable Independent Reading is an important part of a student's day. Have students choose one of the suggested texts that is listed on the opposite page to read independently, or select a different text based on your own observations of your students' needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask students questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- What is the central message of the text and how is it conveyed through details?
- Describe the traits, motivations, and feelings of the characters. How do they contribute to the sequence of events?

CRAFT AND STRUCTURE

- How is your point of view similar to or different from the narrator's?
- How is your point of view similar to or different from the characters'?

INTEGRATION OF IDEAS

- How do specific aspects of the text's illustrations create mood in the text?
- How do specific aspects of the text's illustrations emphasize something about the character or setting?

Informational Text

Ask students questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What questions could you ask to demonstrate understanding of the text?
- What relationships exist between the concepts of the texts?

CRAFT AND STRUCTURE

- How could you use text features and search tools to locate information?
- How is your point of view different from the author's?

INTEGRATION OF IDEAS

- How could you use information gained from illustrations to demonstrate your understanding of the text?
- How could you use information gained from text features to demonstrate your understanding of the text?

See the Independent Reading Routine on pp. TR22–TR25.

“Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program.”

Sharon Vaughn, 2013

Seeking Explanations

Text Club

Encourage students to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members and express your own ideas clearly.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the **Text Club Routine** on pp. TR26–TR29.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding: *Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.* As you build your Text Club library, consider using the texts below.

Fly Away Home

by Eve Bunting
Literary Text
Lexile 450L

David Experiences the San Francisco Earthquake

by Linda Sibley
Literary Text
Lexile 500L

Home to Medicine Mountain

by Chiori Santiago
Literary Text
Lexile 520L

The Wild, Wild West

by Judy Delton
Literary Text
Lexile 520L

The Snowy Day

by Ezra Jack Keats
Literary Text
Lexile 530L

My Side of the Mountain

by Jean Craighead George
Literary Text
Lexile 810L

LEVELED TEXT LIBRARY For additional practice with leveled texts at students' independent reading levels, see the *ReadyGEN™* Leveled Text Library.

9

A Text Club provides a format in which 4-6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss texts from different genres.

Literature Circles enable students to use discussion and interaction to refine their understanding and better comprehend what they are reading. Meeting independently in small groups provides opportunities for students to become more engaged in conversation and make connections to their own experiences.

Brabham and Villaume, 2000; Ketch, 2005

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.3.1, RL.3.2, RL.3.3, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.10; RF.3.4

Rationale

Independent Reading is reading students do on their own. Most often, Independent Reading is done with self-selected texts at a student's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Students are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for students to take full control during Independent Reading. Students hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after students have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide students in choosing appropriate texts in a variety of genres and assess that students understand what they read on their own.

Implementing for Success

Use the following suggestions as you introduce and guide students as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to students reading independently.

Independent Reading Routine

THE ROUTINE

- 1 Introduce the Independent Reading Routine to students. For example, *Independent Reading is your time to choose the books you want to read. Keep in mind that the book you choose to read should allow you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.*
- 2 Have students find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, students also enjoy that.
- 3 Provide students with a focus for the day's Independent Reading. For example, you might have students focus on how the author transitions readers from one event or scene to another.
- 4 Check in with students as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for students to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for students to become frustrated due to significant challenges.
- 5 As you check in with individual students about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include, *In what ways has the author supported your understanding of this topic?* or *What is the most important thing you have read so far?*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have students reflect on their reading by writing briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for students to have time to reflect on their reading.

TR22 Unit 3 • Independent Reading Routine

g Routine TR23

TR24 Unit 3 • Independent Reading Routine

The Independent Reading and Text Club Routines are only two of an array of routines, found in the Teacher Resource section in the back of each Teacher's Guide.

“Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge.”

Timothy Shanahan, Douglas Fisher, and Nancy Frey,
“The Challenge of Challenging Text” *Educational Leadership*

Text Club Routine



COMMON CORE CONNECTIONS
 RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10; RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10; SL.3.1, SL.3.2, SL.3.3, SL.3.6

Rationale

Text Clubs provide a format in which 4–6 students become part of a temporary reading community with their peers. Text Clubs allow students to read and discuss different genres. By reading and discussing multiple genres, students develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, students develop critical and creative thinking skills. These skills carry over to students' independent reading, helping them connect to texts in more thoughtful ways. Students learn personal responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of students. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through read alouds and shared text discussions. Students are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

TR26 Unit 3 • Text Club Routine

Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- To gain students' interest, preview texts by reading a few pages aloud, giving students background information on the author, or sharing some visual aspects of the text.

Text Club Routine

THE ROUTINE

- 1 Introduce students to Text Clubs. For example, *You will read the text on your own. Then, in your Text Club you will each share your thoughts with the other members. For example, you might talk about the author's message. Each of you will have a job that will help your Text Club discussions be successful.*
- 2 Introduce and model Text Club roles. Initially, give students the opportunity to practice each role. Eventually, students within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Summarizer:** writes and shares a short text summary
 - **Illustrator:** creates a drawing or diagram connected to the reading
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 4–6 texts students may read in Text Clubs. Include a variety of text levels, allowing students to choose texts they will be successful reading. Then give students time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4 Students read the text on their own and prepare for the meetings. Students may have multiple Text Club meetings and assignments over a period of a week or two as they read longer texts. Depending on their roles, students may have additional work to do ahead of time. For example, the Discussion Leader may want to write discussion questions.
- 5 Students meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *How did this text help you understand new information?* or *In what ways did the author give details about the characters?*
- 6 After Text Club discussions, have students decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7 Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their discussions with four stars being the best rating. Have students share the reasons for their ratings.

TR28 Unit 3 • Text Club Routine

“In small groups, we are smarter. In well-structured groups, we leverage each other’s thinking. We learn more not just because we all bring different pieces of the puzzle, but because through talk, we can actually make new and better meaning together.”

Stephanie Harvey and Harvey “Smokey” Daniels

UNIT 3 • MODULE A

Small Group Center Ideas

Suggested activities engage students in meaningful tasks while the teacher provides scaffolded instruction to other students. Teachers may also choose to use their own center ideas.

During Small Group instruction in *ReadyGEN*, students can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help students focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme.

COMMON CORE LEARNING STANDARD FOCUS

RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CENTER TASKS

- Have students share a moral or theme from an independent reading book.
- Have students create a visual that clearly demonstrates understanding of the theme of an independent reading book.
- Have students create a visual that shows character traits of a major character in an independent reading book.
- Have students recount how a visual from an independent reading book helped them understand the text.

Writing Center

ENDURING UNDERSTANDING FOCUS

What does it mean to support your opinion?

COMMON CORE LEARNING STANDARD FOCUS

W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.

CENTER TASKS

- Have students create "opinion" comic strips that show their opinion of the text of an independent reading book.
- Have students share the reasons for their opinions of an independent reading book.
- Have students freewrite a simple explanatory text outlining their opinions of an independent reading book.
- Have students compare and contrast their opinions with a partner's using a Compare and Contrast graphic organizer.

"The strategies that are part of learning to write—such as peer editing and author's chair—also help kids learn to read. Because when I do a peer editing, I'm asking questions like, 'Okay, what was it you really wanted to say?'; and now, 'How well did you say it?'; and then, 'How could I help you say it better?' And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author's intentions and motives."

P. David Pearson, *The Voice*, 2002

Seeking Explanations

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that opinion writing supports a point of view with reasons.

CENTER TASKS

- Have students share their own experiences as it relates to the text of an independent reading book.
- Have students create a visual of how an independent reading book transmits experience and wisdom from generation to generation.
- Have students recount an oral history from their own cultures that has been passed down to them. These can be myths, fables, or folktales as well.
- Have students create flashcards and “quiz” each other on unfamiliar words and phrases.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that oral histories transmit experience, explanations, and wisdom for generations.

CENTER TASKS

- Have students research an oral history from their own cultures and create a poster of the story or oral text.
- Have students create a skit of an oral history they have heard and present it in a word processing document. These could be collected for a class book.
- Have students use an online resource to research an oral history from a partner's culture and present it in a word processing document.
- Have students create a computer illustration of a character or theme from an oral history.

11

“The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts.”

Douglas Fisher and Nancy Frey, *Word Wise and Content Rich*, 2008

The first read of the text is a quick read for basic understanding.

The *Scaffolded Strategies Handbook* addresses the needs of struggling readers, English language learners, and accelerated learners. The Handbook provides a companion lesson for each anchor and supporting text selection to help students unlock the text. Teachers may choose to use activities in the *Scaffolded Strategies Handbook* to provide alternative or additional support.

LESSON

1

LESSON 1 OBJECTIVE

Describe characters and explain how their actions transmit experience. **RL.3.3**

READING OBJECTIVES

Explore and closely read text. **RF.3.4.a**

Use context clues to understand vocabulary. **L.3.4.a**

See Text Complexity Rubrics on pp. TR66–TR75.

Read the Text

Build Understanding

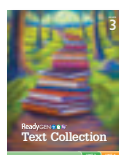
INTRODUCE Have students focus on the following Enduring Understanding as you read *Knots on a Counting Rope*: *Learners understand that oral histories transmit experience, explanations, and wisdom for generations.*

EXPLORE POETRY Introduce students to the poem “Where Would You Be?” in the *Text Collection*. Explain that just like stories, poems have characters and a main idea, but they use rhythmic language and are broken up into sections called stanzas. Have students look at each stanza and think about how it contributes to the main idea of the poem.

LESSON 1 FIRST READ Explore the Text

ENGAGE STUDENTS As you introduce *Knots on a Counting Rope* in the *Text Collection*, have students page through the text and study its format. Ask students to think about how it is organized. Remind students about the Essential Questions: *How do readers recount stories using text-based details to understand the central message, lesson, or theme? What does it mean to support your opinion?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.



READ ALOUD *Knots on a Counting Rope* Use the **Read Aloud Routine** on pp. TR14–TR17 with students as you read pp. 6–11 of *Knots on a Counting Rope*. As you read aloud, have students follow along in their own text. In this first read of the lesson, students should focus on understanding the “gist” of the text. In subsequent readings of the text, students may be able to read together or independently. After reading, discuss the questions below.

- Why was the grandfather heart-pounding afraid when he rode to get the boy's grandmother?
- Why did the wind stop howling when the boy was born?
- What questions do you have?

Have students use p. 161 in their *Reader's and Writer's Journal* to record their response to one of the questions above. Use students' written responses to monitor progress.

See Routines on pp. TR2–TR49.

The *Reader's and Writer's Journal* provides students with additional opportunities for practice and application in reading and writing response, vocabulary and conventions, and reading and language analysis.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have students focus on what the grandfather passes down to the boy in retelling the story of the boy's birth. Use the following questions to lead the discussion.

- **What is the grandfather trying to tell the boy in retelling the story?** (The boy can survive because he survived a difficult birth, and he knows more than he thinks he does.) **Key Ideas and Details**
- **How does the grandfather relate the weather to the boy's birth?** (The wind calms down when the boy is born.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** In "Your mother and father and I were safe in the hogan," what does *hogan* on page 7 mean? (A hogan is a house where the boy's family lives together.)
- **BY-THE-WAY WORDS** In "All night you lay silent . . . your breath too shallow," what does *shallow* mean? (It means that the breathing was very weak.)
- **What does the grandfather mean when he says that the wind was crying for the boy?** (He probably meant that the boy was in danger of dying.) **Key Ideas and Details**

WHOLE GROUP

During the second read of the text, students use information from the text to respond to questions that require using higher order thinking skills.

By-the-Way Words should be defined quickly during reading to enhance fluent reading and aid in comprehension.

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

PERSONIFICATION Help students understand that the writer uses personification to explain what the weather sounds like. On p. 7, the boy says, "Start where the storm was crying my name." Explain that the storm couldn't actually cry his name, but it may have sounded like that to the grandfather. Have students explain why the storm would be described this way in the story.

STRATEGIC SUPPORT

METAPHORS Tell students that sometimes authors use metaphors to explain relationships. On p. 10, when the grandfather says, "See how the horses speak to him. / They are his brothers," he doesn't mean that the boy and the horses are actually brothers. Ask students what he means. Have students explain why the grandfather would use the word *brother* to describe the boy's relationship with the horses.

"What makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner. "

Kathleen F. Clark and Michael F. Graves, *Scaffolding students' comprehension of text*.
International Reading Association, 2004

The lesson continues with instruction focused on Benchmark Vocabulary and Text-Based Conversation. By engaging in Team Talk, or a discussion about the text, students deepen their conceptual understanding before demonstrating skill in analytical text-based writing.

READING OBJECTIVES

Determine the meaning of and use academic and domain-specific words in a text.

RL.3.4.L.3.8

Describe characters in a story and explain how their actions contribute to the sequence of events.

RL.3.3

Describe how the illustrations contribute to the text.

RL.3.7

BENCHMARK VOCABULARY

- canyon, p. 8



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Knots on a Counting Rope*, p. 8, with the word *canyon*.

TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR36–TR41, teach the meaning of *canyon*. Then use the information on pp. 2–5 as a guide to expand students' vocabulary through discussion of the words that are connected to *canyon*.

MONITOR PROGRESS Have students show contextual understanding of the Benchmark Vocabulary by using the word in a sentence on p. 164 in their *Reader's and Writer's Journal*. Use responses to monitor students' vocabulary development.

Text-Based Conversation

COLLABORATE Use the **Small Group Discussion Routine** on pp. TR10–TR13 to have students discuss the characters and their actions on pp. 6–11 in *Knots on a Counting Rope*. You may wish to model using a think aloud, such as the following: *I know that Grandfather and Boy are characters in the story. The boy begs the grandfather to tell the story of when he was born. I think the boy likes listening to stories, especially about himself. The boy's action begins the sequence of events.*

After small groups have discussed the characters, as a class, discuss how the characters' actions contribute to the sequence of events. Make sure students locate specific parts of the text.

Team Talk

STATE AND SUPPORT AN OPINION Use the **Think-Pair-Share Routine** on pp. TR2–TR5. *Do you think the author should have written the dialogue the way it looks on the page? Why or why not? Use text evidence to support your answer.* (Possible responses: Yes: It looks like a poem, and it's easy to tell the boy's words from the grandfather's by the way the grandfather's words are indented. No: The way the dialogue is written, without quotation marks, makes it confusing to read.)

“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

Reading Analysis

CONTRIBUTIONS OF ILLUSTRATIONS TO A TEXT Explain how specific aspects of the illustrations can emphasize aspects of a character and setting.

Have students use the T-Chart graphic organizer and label the left column “Illustration” and the right column “Contribution.” Then have them go through the text on pp. 6–11 and describe each illustration and how it contributes to the text.

CITE TEXT EVIDENCE Focus on p. 8, from “I rode up the canyon fast,” through “Heart-pounding afraid, Boy.”

- Which part of the text could the illustration on pages 8–9 be showing?
- What could you draw to illustrate another line in the text? (I could draw a place with sand blowing around while the grandfather rides his horse.)
- What emotions do the illustration on pages 8–9 depict? (They look content, as if they are glad the grandmother could be there.)

WHOLE GROUP

Students cite text evidence to help build their knowledge of the concept.

Graphic organizers help students organize their thinking and aid their comprehension. See the Teacher Resources section in the back of the *ReadyGEN Teacher's Guide* for a variety of reproducible graphic organizers.

Independent Reading Practice

READING ANALYSIS: CONTRIBUTION OF ILLUSTRATIONS TO A TEXT Have students work independently to complete the T-Chart graphic organizer to show how each illustration on pp. 6–11 contributes to the text. Have students complete the activity on p. 166 of their *Reader's and Writer's Journal*.

WRITING IN RESPONSE TO READING Have students write a response to the prompt on p. 165 of their *Reader's and Writer's Journal*.

ACCOUNTABLE INDEPENDENT READING As students read texts independently, remind them to explore content to understand that oral histories transmit experience, explanations, and wisdom for generations. Use the **Independent Reading Routine** on pp. TR22–TR25.



INDEPENDENT

Independent Reading Practice offers students an opportunity to practice and apply what they have learned in their whole-group Focused Reading Instruction.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Have volunteers share their Writing in Response to Reading. Responses should indicate that students have a strong understanding of how the characters contributed to the sequence of events. Use the **Reading Wrap-Up Routine** on pp. TR42–TR45.

15

“The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.”

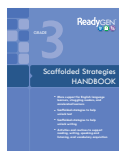
P. David Pearson and Margaret Gallagher

The Common Core Standards require that all students interface with complex texts and tasks. **ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. Strategic Support instruction aids struggling readers.

READING OBJECTIVES

Ask and answer questions to demonstrate understanding of a text. **RL.3.1**

Describe how the illustrations contribute to the text. **RI.3.7**



Scaffolded Instruction for Small Group

Strategic Support

MONITOR PROGRESS

If . . . students struggle to recognize how the illustrations contribute to the text,

then . . . use the Reading Analysis support below.

If . . . students need extra support to understand the text,

then . . . use the Close Reading support below.

READING ANALYSIS

Help students work through the T-Chart graphic organizer to decide how an illustration is used in the text. Is the illustration something that is happening while the grandfather is telling the story, or is it something that happened during the story of the boy's birth? Model how to note what the illustration is and when it happens, based on the text. Finally, guide students to show how the illustrations help them to understand the story, especially in the sequence of events. They can number the illustrations in sequential order. Does the order of how the illustrations happen in the story match the order of how they appear in the text?

CLOSE READING

REVISIT *Knots on a Counting Rope* Read p. 10, from "All night you lay silent," through "the strength to live." Then discuss the following questions with the group. Have students use text evidence to support their answers.

- Why does the boy want to hear about the morning after he was born? (He wants to hear about the blue horses.)
- Why does the grandfather call the blue horses the boy's brothers? (Because they stopped for him as they were galloping by and let the boy touch them.)
- How does the grandfather use the blue horses in the story? (He uses them to show how the boy survived.)

While you are working with small groups, other students can work on

- independent reading, pp. 8–9 and TR22–TR25.
- Text Clubs, pp. 8–9 and TR26–TR29.
- activities from Small Group Center Ideas, pp. 10–11.

“The *how* of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress.”

Sharon Vaughn

Extensions

MONITOR PROGRESS

If . . . students can recognize and explain how the illustrations contribute to the text,
then . . . use the Reading Analysis extension below.

READING ANALYSIS

Have students complete the T-Chart graphic organizer to show how the illustrations in the story contribute to the text. Then have students illustrate other lines in the text and fill out a new T-Chart graphic organizer with descriptions of the illustrations they made. Have them also show how the illustrations they made would help someone understand the text. Finally, have students discuss the questions:

- What does the illustration on pages 6–7 show? Why is this important? (It shows a grandfather talking to his grandson. It's important because it shows us the setting of where the telling of the story takes place.)
- How does the illustration on pages 8–9 show the grandmother contributing to the sequence of events in the story? (She gives the grandson her blessing and helps the mother with the baby.)
- Based on the illustration and the text, do you think the blue horses in the story are real? Why or why not? Use the illustration to support your answer. (No. The horses are painted in blue, and so is the background. The only things that look real are the grandfather and the baby boy. Also, the text describes the horses as great blue horses.)

PHONICS For systematic and explicit instruction in phonics, use the *Grade 3 Phonics Teacher's Guide*, pp. 88–91.

LEVELED TEXT LIBRARY For additional practice with leveled texts at students' independent reading levels, see the *ReadyGEN™* Leveled Text Library.

17

Extensions instruction targets both on-level and accelerated readers to help them expand their understanding of complex text.

Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that “beat the odds” predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small group instruction.

At the heart of **ReadyGEN** is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. In fourth grade, students continue to analyze and synthesize sources, write to the sources, and defend claims through textual evidence.

The *Scaffolded Strategies Handbook* offers additional support specific to the three modes of writing articulated in the Common Core Standards.

WRITING OBJECTIVES

Explore and analyze genres of opinion writing. **CC.4.W.3.1**

Understand the function of nouns. **CC.4.L.3.1.a**

Writing

Opinion Writing

OPINION

TEACH Remind students that writing can be narrative, informative or explanatory, or share an opinion. Within each category, there are many different kinds of writing called *genres*.

Opinion writing—writing that tells what the writer thinks or feels about a topic—can be printed in newspapers, in magazines, in books, on Web sites, or on Internet blogs. Newspapers print opinion pieces called editorials. An editorial is one type of opinion genre.

When writers share their opinions with readers, it is usually because they would like to convince readers that their opinions are valid or worthwhile. They may even want to persuade readers to share their opinions.

Explain that an opinion is different from a fact. A fact can be proven. An opinion cannot be proven. There are 23 students in Ms. Luta's third-grade class. This is a fact. It is possible to verify the number of students assigned to a classroom. Tasha thinks Ms. Luta is the nicest teacher ever. This is an opinion. Each student in Ms. Luta's class may have a slightly different opinion about her.

Explain to students that a person's opinion about something can also be called his or her point of view. Different people may have different points of view about the same issue or topic. No matter what the point of view, if the writer wants to convince readers that his or her opinion is worthwhile, the writer also needs to provide reasons that support the opinion.

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help students understand that there are different kinds of opinion writing.

Charlotte's Web is a great book.
The Wizard of Oz is an exciting movie.

One type of opinion writing is a book review or movie review.

Cats make better pets than dogs.
The New York Yankees are a better team than the New York Mets.

Another type of opinion writing involves comparing one thing to another.

People should eat less junk food.
Most students have too much homework.

A third type of opinion writing tries to convince people to change their thoughts or behaviors.

Explain that any type of writing that focuses on what the writer thinks or feels about something is opinion writing. The writer supports his or her opinion with reasons.

Last year we camped out. Camping out was fun but also a little scary.

Saying camping was *fun* is the writer's point of view. Maybe everyone did not think it was fun. Saying it was *scary* is also a point of view.

It was very dark. And there were lots of animals that made noises.

These sentences explain the writer's opinion about camping by providing reasons.

CONVENTIONS Function of Nouns

TEACH AND MODEL Remind students that a noun is a person, animal, place, or thing. Usually a sentence has a noun as its subject—a person, animal, place, or thing that the sentence is about.

Sometimes it is best to identify the verb or action of a sentence and then try to figure out who or what is performing the action.

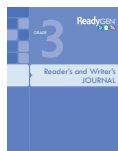
Two blue horses galloped on the road.
The horses raced to the pen for food.

In these sentences, horses are the subject. The noun tells us what each sentence is about. Other nouns in the sentences are *road*, *pen*, and *food*.

Write the following sentences on the board. Have students identify the nouns in the sentences:

1. The wind blew the sand over the field. (wind, sand, field)
2. The storm followed the road down the canyon. (storm, road, canyon)
3. Then the sun shone through the clouds over the trees. (sun, clouds, trees)

PRACTICE Have students read sentences they have written and underline the nouns. They should list each noun on a separate sheet of paper and write whether it is a person, animal, place, or thing. For more practice, have students refer to p. 168 in their *Reader's and Writer's Journal*.



ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.

“We don’t believe that writers are born. Instead, we believe that writers are created. They’re created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we’ve found that a systematic approach, rather than a rigid, lock-step approach, increases students’ performance in writing (and by extension, reading).”

Douglas Fisher and Nancy Frey, *Scaffolded Writing Instruction: Teaching With a Gradual Release Framework*, 2007

The Prepare to Write section offers teachers support in teaching the lesson-writing element or form, preparing students to complete the Independent Writing Practice on the following page.

WRITING OBJECTIVE

Write opinion pieces on topics or texts, supporting a point of view with reasons.

W.2.1.2

Opinion Writing

PREPARE TO WRITE

OPINIONS Explain to students that they will write four opinions about different topics. Remind them that their opinion is what they think or feel about a topic. When they write their opinions, their goal should be to convince readers that their opinions are valid or worthwhile or to persuade readers to agree with their opinions.

FACTS AND OPINIONS Remind students that a fact can be proven. An opinion should be supported with reasons, but it cannot be proven. Read the following statements about *Knots on a Counting Rope* and have students identify each as a fact or an opinion: *The main characters are a boy and his grandfather. The grandfather is older than the boy. I like the boy. The boy is very brave.*

SUPPORTING REASONS Explain to students that in order to convince readers that their opinions are valid or to agree with their opinions, writers must provide reasons to support their opinions. Reread the opinion statements above. Ask students to think of reasons from the text that might support each opinion.

PRACTICE Ask students to give their opinion about the grandfather in *Knots on a Counting Rope* and support their opinion with reasons from the text. Model some examples, if needed (e.g., I like the grandfather. The grandfather is very patient.).

Independent Writing Practice

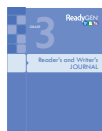
WRITE Have students write opinions with reasons on p. 169 in their *Reader's and Writer's Journal*. Have students:

1. Write four opinions.
2. Support each opinion with at least one reason.

To help students generate opinions, provide topics, such as recess, chores, or watching movies. Remind students to think of reasons that support the way they think or feel about the topics.

APPLY Have students search for nouns in their writing. Have them identify whether each names a person, animal, place, or thing.

USE TECHNOLOGY If available, have students use computers or electronic tablets to draft their opinions. If they have classroom or school e-mail, have them send their sentences to a classmate for peer review.



INDEPENDENT

WHOLE GROUP

Independent Writing Practice activities prepare students for the module-level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

Writing Wrap-Up



Have volunteers share their opinions and reasons with the class. Point out to students some of the different ways their peers expressed their opinions. Use the **Writing Wrap-Up Routine** on pp. TR46–TR49.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

NOUNS Help students understand that most nouns can be seen or touched. Anything they can see or touch could be a person, an animal, a place, or a thing. Provide students with a reference sheet divided into four columns (people, animals, places, and things). Work with students to fill in examples for each column, such as the name of your city and school for places, teachers and students for people, common pets for animals, and objects around the classroom for things.

STRATEGIC SUPPORT

OPINION WRITING If students are having trouble understanding the purpose of opinion writing, have them look at some advertisements from a magazine. Point out how the advertisements express the writer's opinion about the products. Have students ask themselves: *Is there anyone who would disagree with this idea?*

21

Scaffolded Instruction

Look here first for opportunities to open access for diverse student populations: English language learners, struggling readers, or accelerated learners.



LESSON OBJECTIVES

Within an organizational structure, state an opinion supported with reasons. **W.3.1**

Connect an opinion and reasons with linking words. **W.3.1.c**

Provide a concluding statement. **W.3.1.d**

Performance-Based Assessment

TASK

THE POWER OF STORY

What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this topic using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

Students will:

- state their opinion or point of view.
- create an organizational structure.
- support their point of view with reasons.
- use linking words and phrases.
- provide a concluding statement or section.

They will share their writing with the class in the form of a writing museum.

See p. 196 for reproducible page for student distribution.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers recount stories using text-based details to understand the central message, lesson, or theme? What does it mean to support your opinion?*

REVISIT THE TEXT Remind students that in *Knots on a Counting Rope* and *Storm in the Night*, both grandfathers share stories with their grandsons about a time when they were afraid and how they allayed, or overcame, that fear.

Storm in the Night

"He stood there, scowling at me, and said, 'Son, is this your dog?' and I nodded, because I was too scared to speak. 'If you don't take better care of him, you shouldn't have him at all,' said the terrible man. He pushed Melvin at me and stormed off into the dark."

"Gee," said Thomas. "That wasn't very fair. He didn't know you were frightened too. I mean, Grandfather, how old were you?"

"Just about your age." (p. 27)

Knots on a Counting Rope

Was the wind still calling for me, Grandfather?

Yes, Boy, it was whipping up sand as sharp as claws, and crying like a bobcat, "Boy-eeeeeeeeee! Boy-eeeeeeeeee!"

Were you afraid, Grandfather?

I was much afraid.

How much afraid?

Heart-pounding afraid, Boy. (p. 8)



Tell students that for the Performance-Based Assessment, they will be thinking about the ways each grandfather helps his grandson calm his fears by telling a story. Students may consider using a T-Chart graphic organizer to note specific examples from each text that help support their opinion. For example, if a student's opinion and reason is: *I think stories are good for overcoming fears because they help people accept them*, then examples from both texts should include how each grandfather dealt with his fear in the past and how each grandchild is dealing with his own fear in present time. Remind students to choose a text structure, such as compare and contrast, to present their opinion.

"Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students' ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work."

Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*

Set-Up

ORGANIZATION

Have students revisit both texts and think about the question: *What is the benefit of stories as a way to explain things or allay fears?* Provide time for students to form and then share with a partner an original opinion and a reason or reasons to support the opinion. If students are struggling to begin, provide the sentence starters: I think stories are good for allaying fears because _____. I think stories are a good way to explain things because _____.

MATERIALS

- notebooks or a graphic organizer for note taking
- pencils
- texts: *Knots on a Counting Rope* and *Storm in the Night*
- paper for opinion writing
- self-stick notes for attaching feedback

BEST PRACTICES

- Provide time for students to gather and organize information prior to drafting.
- Remind students to include linking words to connect the opinion and reasons.
- Encourage students to use specific examples from the text to support reasons.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

Patricia A. Edwards, Jennifer D. Turner, and Kouider Mokhtari, *Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement*, The Reading Teacher, 2008

Scaffolded Support

In order for all students to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details student expectations for this project. It can give points to each section so students are clear about what is being assessed.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps for clarity.

EDITING TASKS Editing tasks can be implemented after students complete a draft of their opinion.

GRAPHIC ORGANIZERS Students can use graphic organizers to take notes and organize their thinking about their opinion with examples from each text.

T-Chart

--	--

p. TR57

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Consistent with the **ReadyGEN** approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students' needs.

Performance-Based Assessment
Grade 3 • Unit 3 • Module A

TASK

The Power of Story

What is the benefit of stories as a way to explain things or allay fears?

You will write to support your opinion about this topic using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

You will:

- state your opinion or point of view.
- create an organizational structure.
- support your point of view with reasons.
- use linking words and phrases.
- provide a concluding statement or section.

The Task is a reproducible page that describes the activity in student-friendly language. The rubric is also reproducible for use as teachers deem appropriate. Additional Performance-Based Assessment pages offer guidance to students for presenting their completed work and provide suggestions to ensure their success moving forward.

- Provide time for students to make their opinions, and leave feedback.
- Consider stretching the celebration to allow ample time for reading and writing.
- Provide an opportunity for students to give feedback and their writing. Gather feedback that was most beneficial.

Opinion Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Opinion is clearly conveyed and well supported with reasons and text details.	Organizational structure is clear; concluding statement is effective and has a clear purpose.	Examples are thorough and relevant and include facts and details from both texts.	Opinion contains a variety of linking words and phrases to connect opinion and reasons.	Opinion contains correct grammar, usage, spelling, punctuation, and capitalization.
3	Opinion is clear and adequately supported with reasons and some text details.	Organizational structure is clear; minor flaws may be present; concluding statement is somewhat effective and has a purpose.	Examples are adequate and include facts and details from both texts.	Opinion contains linking words and phrases to connect opinion and reasons.	Opinion contains a few errors in grammar, usage, spelling, punctuation, or capitalization.
2	Opinion is somewhat supported; response may lack clear reasons or text details.	Organizational structure is inconsistent; concluding statement is present but purpose may be unclear.	Examples are uneven or incomplete; insufficient use of facts and details from one or both texts.	Opinion contains few linking words and phrases to connect opinion and reasons.	Opinion contains some errors in grammar, usage, spelling, punctuation, or capitalization.
1	Opinion may be confusing and unfocused; opinion is not sufficiently supported with reasons or text details.	Organizational structure is poor; concluding statement is attempted but lacks purpose or effectiveness.	Examples are poor or incomplete; few or no examples from either text are used.	Opinion does not contain enough linking words to connect opinion and reasons.	Opinion contains many errors in grammar, usage, spelling, punctuation, or capitalization.
0	Possible characteristics that would warrant a 0: • no response is given • student does not demonstrate adequate command of opinion writing traits • response is unintelligible, illegible, or off topic				

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.

PERFORMANCE-BASED ASSESSMENT UNIT 3 • MODULE A

a score of 0, 1, or 2 on support them with specific ent. Graphic organizers and success as they complete hout the school year.

n supported by reasons, orted by reasons to help

ional structure, fect chart, or other graphic r their opinion writing.

words and phrases, re linking words and d *for example*, show how

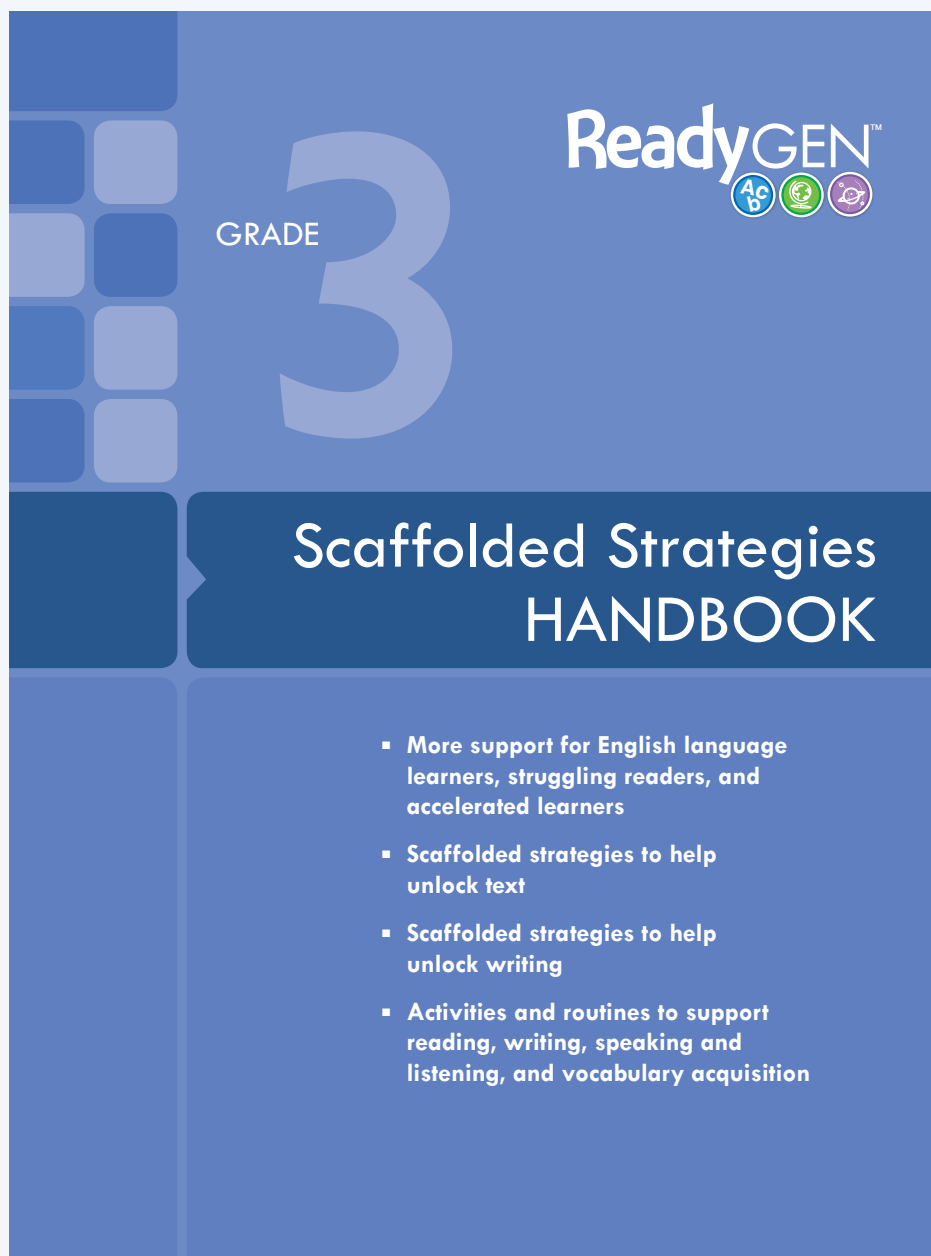
uding statement, cluding statement (to sum give readers something to d their writing.

197

ove around the writing museum, read ck.

ation over the course of a few days to nd feedback.

ents to read and reflect upon the her students together to share the cial to them.



“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
“Top 10: Teaching Writing in the Common Core Era”

Table of Contents

Part 1 Unlock the Text

Unit 1 Observing the World Around Us.....4

MODULE A

Cognate Chart	6
Supporting Text The Lemonade War	8
Anchor Text The Case of the Gasping Garbage	14
Supporting Text Thunder Cake	20

MODULE B

Cognate Chart	26
Supporting Text The Moon Seems to Change	28
Anchor Text At the Root of It	34
Supporting Text Let's Classify Organisms	40

Unit 2 Connecting Character, Culture, and Community.....46

MODULE A

Cognate Chart	48
Supporting Text The Athabascans: Old Ways and New Ways	50
Anchor Text The Year of Miss Agnes	56
Supporting Text The Frog Princess	62

MODULE B

Cognate Chart	68
Supporting Text City Homes	70
Anchor Text What is a Community? from A to Z	76
Supporting Text Around Our Way on Neighbors' Day	82

Table of Contents

Part 2 Unlock the Writing

Scaffolded Lessons for the Performance-Based Assessments

Unit 1, Module A: Narrative	175
Unit 1, Module B: Informative/Explanatory	181
Unit 2, Module A: Narrative	187
Unit 2, Module B: Informative/Explanatory	193

Part 3 Routines and Activities

Reading Routines

Quick Write and Share	258
Ask and Answer Questions	259
Three-Column Chart with Graphic Organizer	261
Venn Diagram with Graphic Organizer	263
Web with Graphic Organizer	265
Story Map with Graphic Organizer	267
Story Prediction with Graphic Organizer	269
Story Comparison with Graphic Organizer	271
KWLH with Graphic Organizer	273
Main Idea and Details with Graphic Organizer	275
Problem and Solution with Graphic Organizer	277
Cause and Effect with Graphic Organizer	279
Steps in a Process with Graphic Organizer	281
Sequence of Events with Graphic Organizer	283
Time Line with Graphic Organizer	285
Draw Conclusions with Graphic Organizer	287

The *Scaffolded Strategies Handbook* is divided into three parts: **Unlock the Text**, **Unlock the Writing**, and **Routines and Activities**. The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing outlined by the Common Core Standards as well as lessons that guide students through the tasks necessary to successfully complete the Performance-Based Assessments. The Routines and Activities section is a teacher's toolbox of ideas and activities to support English language learners and struggling readers and writers.

UNIT
3

Seeking Explanations

Unlock the Text

QUALITATIVE MEASURES



Levels of Meaning	implicit theme of conquering one's fears; explicit narrative of a grandfather telling his grandson a story from his childhood during a storm
Structure	use of flashback; heavy dialogue; illustrations to support the text
Language Conventinality and Clarity	multiple-meaning words; similes; onomatopoeia
Knowledge Demands	oral histories; general knowledge of fears (specifically of thunderstorms) and family relationships

The lessons are divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionality and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.

Prepare to Read

LEVELS OF MEANING

Discuss the concept of "oral histories" with students. Explain that oral histories provide information about the past from people's own experiences. For example, an oral history can be an audio recording of an interview with a person who lived through a particular moment in history, such as the Great Depression. Or it can be a story told by one generation in a family to another to share personal experiences that teach the younger generation, as in *Storm in the Night*.

STRUCTURE

PREVIEW Have students skim through *Storm in the Night*, focusing on the illustrations. Explain that the illustrations can provide clues to readers.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Help students expand their understanding of multiple-meaning words by drawing pictures that demonstrate the various meanings. Have them decide which picture shows the word's meaning in the context of the story. Display some common multiple-meaning words on a chart in the room for future reference.

98 Grade 3 • Unit 3 • Module A

STRUGGLING READERS

Repeated readings make it significantly easier for students to recall important passages and process information. Have students work in pairs to read short dialogue passages between Thomas and his grandfather. The second time they read the passage, have partners switch roles.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Have students create a list of unfamiliar words as they read the story for the first time. Later, provide students with time to use a dictionary to find the definitions. Have students add these words and their definitions to a notebook, which can then be used as a personal dictionary reference for future readings.

100 Grade 3 • Unit 3 • Module A

STRUGGLING READERS

Compound words may be overwhelming for students. Explain that compound words are made up of two smaller words (*thunder* + *storm* = *thunderstorm*). Have students underline the first word (*thunder*) and draw a box around the second (*storm*) to help break up the word and then blend the two familiar words into one larger word.

Ask: *What evidence in the illustrations helps you predict what the story will be about?* (The pictures mostly show a young boy [Thomas], his grandfather, and a cat during a storm.) *Why do you think the illustrator drew a small image of Thomas, his grandfather, and his cat at the bottom-right side of the images on some of the pages?* *Do the main images on those pages offer any clues?* (The main images show another young boy, and a man holding a dog. The smaller images show Thomas listening to his grandfather. The grandfather must be telling a story.)

LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about the following words: *creaked*, *fluttering*, *hollered*, *whined*, *driving*, *commanded*, *scowling*, *scarcely*, *errand*, *flickers*, and *daintily*. Use each word in a sentence related to students' lives.

COGNATES Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the selection.

MULTIPLE-MEANING WORDS Use the Analyze Multiple-Meaning Words Routine in Part 3 with these multiple-meaning words from the story: *light*, *down*, *like*, *long*, *mine*, *can*, *ear*, *time*, *brave*, *mean*, *arm*, *face*, *fair*, and *ice*.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Ask students to share their own experiences with oral histories. Use the Quick Write and Share Routine in Part 3 and ask: *Have older relatives or family friends ever shared stories about their childhood with you? Who were the storytellers? What did you learn from their stories?*

Before students get started, model an example of a story that would be categorized as an "oral history." For example: *When I was a child, my grandfather would tell me the story of how he came to the United States as a young man. He worked in restaurants to pay his rent. After many years, he finally achieved his dream and opened his own restaurant. His story taught me a lesson about having goals and working hard to accomplish them.*

Storm in the Night 99

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

The author's use of onomatopoeia may be difficult for students to understand. Although onomatopoeia is used in many languages, the verbal expression of sounds that are heard varies (*tick-tock*, *bong*). As you read, pause to discuss the sounds made by the clock and bells and the words used to describe the sounds.

Storm in the Night 101

MORE SUPPORT

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

"There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works."

Lily Wong Fillmore,
*What Does Text Complexity Mean for
English Learners and Language
Minority Students?* 2012



Express and Extend

LEVELS OF MEANING

EXPRESS Learning to overcome fear from others' experiences is a theme in this story. Grandfather's story about his dog, Melvin, helps Thomas to overcome his fear of thunderstorms.

If . . . students have difficulty understanding how Grandfather's story helps Thomas overcome his fears,

then . . . use the Story Prediction Routine and Graphic Organizer in Part 3 to record the details of Grandfather's story about his dog, Melvin. Then, discuss how Grandfather's story tells how he overcame his fear and how the story relates to Thomas.

EXTEND Ask students to think of a time when a family member or friend told them a story to help them conquer a fear. Have students write a paragraph to compare their stories with Grandfather's story to demonstrate how others' experiences can help us grow and learn.

STRUCTURE

EXPRESS Have small groups summarize *Storm in the Night*, using dialogue and illustrations from the selection to reveal how Thomas changes upon hearing his grandfather's story.

If . . . students have difficulty understanding how Thomas changes,

then . . . remind them to use the illustrations to guide their observations of the changes in Thomas as the story progresses.

EXTEND Have students write a short story that includes a character telling a story in the form of a flashback. Have students include dialogue between characters. Students may include illustrations to help their readers as needed.

The Express and Extend section allows students to react to text by discussing and writing about their ideas.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Some of the imagery in the story may be difficult for students to understand. Photocopy selected pages of the selection and have students highlight or underline examples they find confusing. Have students break apart a simile to distinguish between the two objects being compared to better understand the simile.

102 Grade 3 • Unit 3 • Module A

STRUGGLING READERS

The back-and-forth dialogue may be difficult for students to follow. Have students point to clue words, such as *said*, to use as a reference point for who is speaking. Remind students that when another character responds, the text begins on the next line.

LANGUAGE CONVENTIONALITY AND CLARITY

EXPRESS Talk about Sentences and Words

Display the following sentences from *Storm in the Night*. Read it aloud with students.

Automobile tires swished on the rain-wet streets. Horns honked and hollered.
A siren whined in the distance.

Explain to students that this passage contains personification. Personification is when a nonliving object is given human characteristics or qualities. Ask: *What characteristic is being attributed to the horns?* (honking and hollering) Explain that while *honking* is a sound that is sometimes attributed to horns, *hollering*, which means “to give a loud shout or cry,” is generally a sound made by people.

TEAM TALK Have students work with a partner to find additional examples of personification in the story and justify the author's purpose for writing the text in this manner.

EXTEND Once students have identified examples of personification in the story, have them draw examples of personification they have created on their own. Have students display their examples so that others can guess the personification shown in the drawings.

KNOWLEDGE DEMANDS

EXPRESS Using the story *Storm in the Night* as an example, have students write a similar story in which they are the main character listening to an oral history told by a relative or friend. Have them write the story without specifically telling the lesson learned.

EXTEND Have students write a “how-to” booklet on how to overcome a fear. Students should apply concepts from the text and from personal experience to create their booklet.

Activities to extend the lesson provide opportunities to engage and challenge all learners.

ACCELERATED LEARNERS

Have students write a review of the selection, stating whether they do or do not recommend it to their peers. Students should include their opinion of the author's use of figurative language and text features as a basis for their review.

MORE SUPPORT

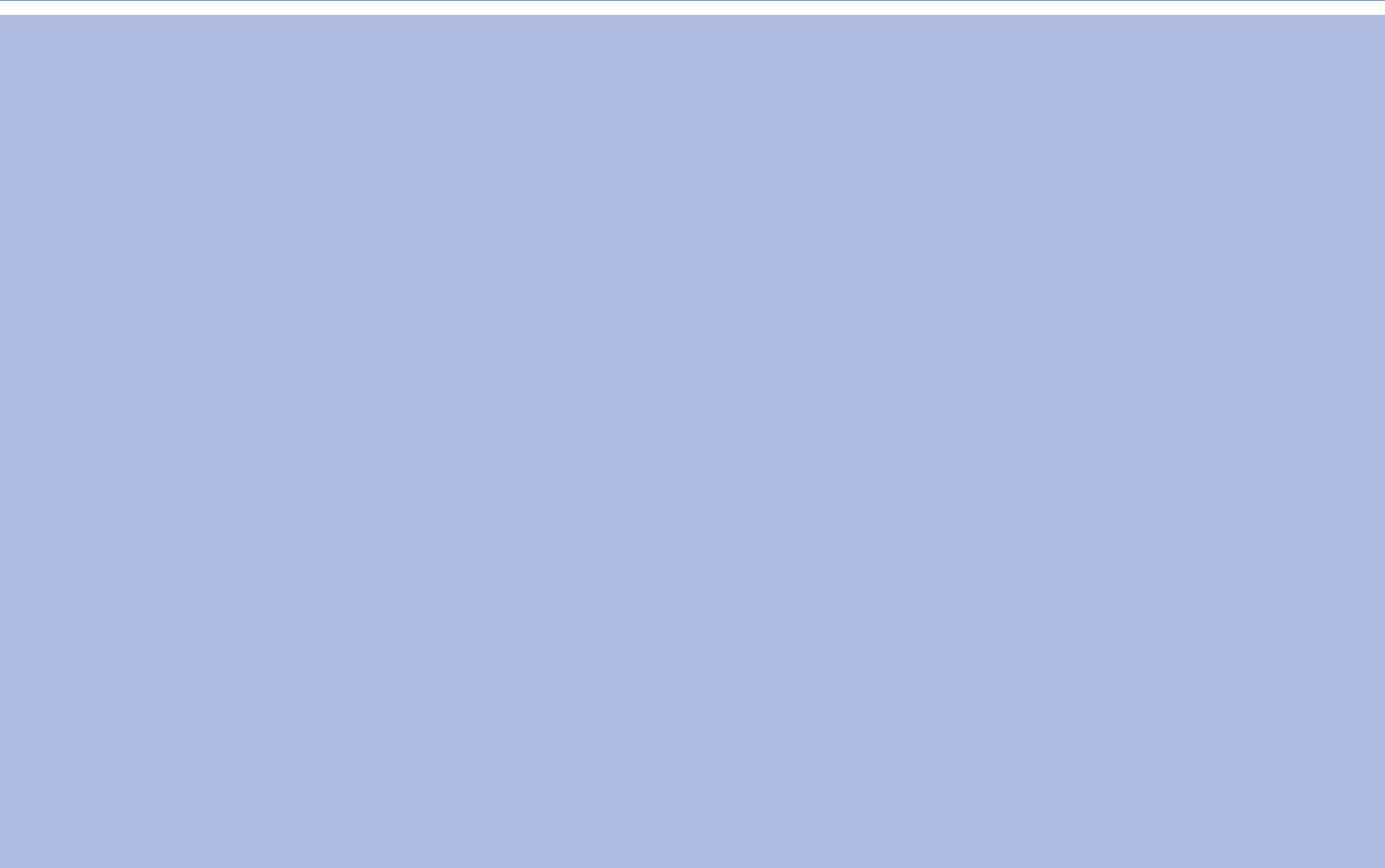
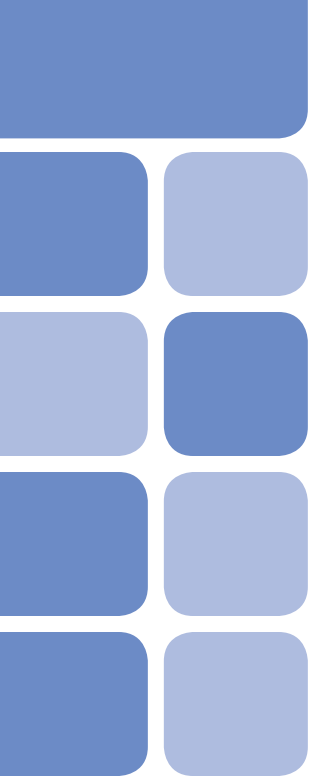
Storm in the Night 103

“There is more to be learned from challenging texts, but this means that there needs to be a lot more teaching with such texts. Instead of asking what book level to teach someone at, teachers should ask, ‘If I place a student in a book this challenging, how much support will I need to provide to enable him/her to learn from this text?’”

Tim Shanahan, Shanahan on Literacy, February 5, 2013



Where are my standards
covered in *ReadyGEN*?



Scope and Sequence

Grade 3

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS FOR LITERATURE								
RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	●		●	●	●	●	●	
RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	●		●	●	●		●	
RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	●		●		●		●	
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	●		●		●		●	
RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	●				●		●	
RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	●				●			
RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	●	●			●		●	
RL.3.8 (Not applicable to literature)								
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	●							
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	●		●		●		●	
READING STANDARDS FOR INFORMATIONAL TEXT								
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.		●	●	●		●	●	●
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.		●	●	●		●		●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS FOR INFORMATIONAL TEXT <i>continued</i>								
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.						●	●	●
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.		●	●	●		●	●	●
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.		●		●		●		●
RI.3.6 Distinguish their own point of view from that of the author of a text.								●
RI.3.7 Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		●		●		●	●	●
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).						●	●	●
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.		●		●		●	●	●
RF.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.		●		●		●	●	●
READING STANDARDS: FOUNDATIONAL SKILLS								
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	★	★	★	★	★	★		★
RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.	★	★		★	★	★	★	★
RF.3.3.b Decode words with common Latin suffixes.	★	★		★	★	★		★
RF.3.3.c Decode multi-syllable words.	★	★	★			★	★	★
RF.3.3.d Read grade appropriate irregularly spelled words.	★	★	★	★	★	★	★	★
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	●	●	●	●	●	●	●	●

● = ReadyGEN Teacher's Guide ★ = ReadyGEN PhonicsTeacher's Guide

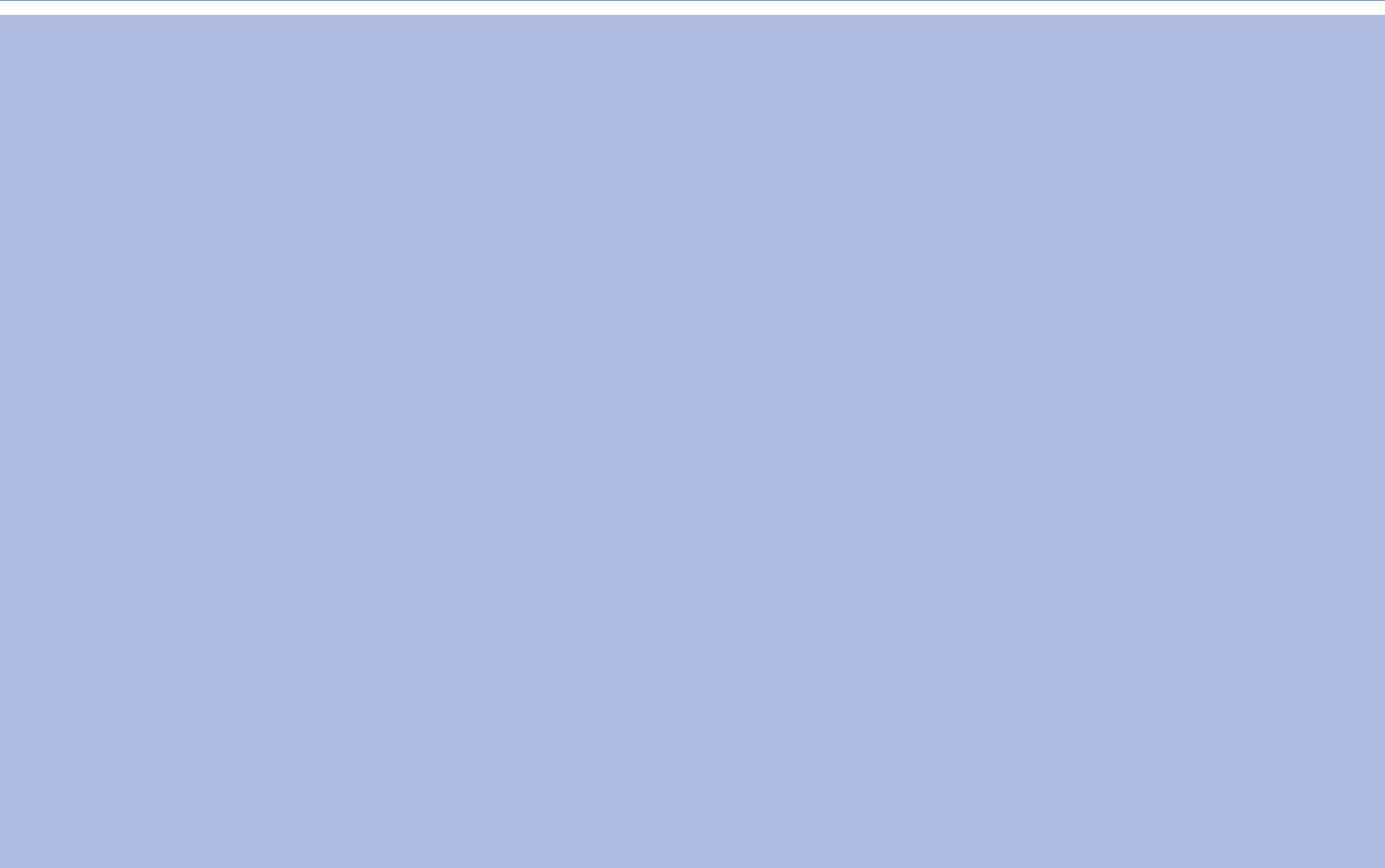
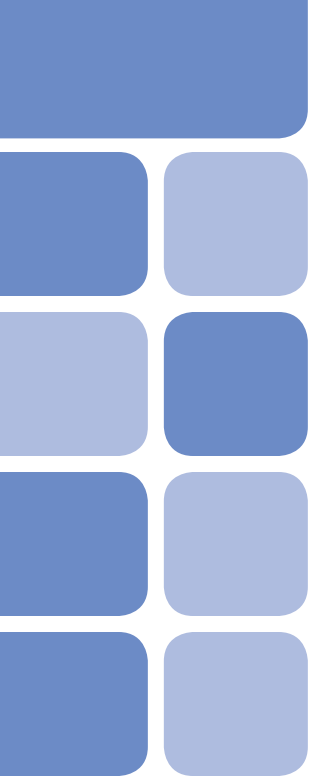
STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
READING STANDARDS: FOUNDATIONAL SKILLS <i>continued</i>								
RF.3.4.a Read grade-level text with purpose and understanding.	●	●			●		●	
RF.3.4.b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	●	●	●	●	●	●	●	●
RF.3.4.c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	●	●	●	●				
WRITING STANDARDS								
W.3.1 Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.			●		●		●	●
W.3.1.a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.			●		●		●	●
W.3.1.b Provide reasons that support the opinion.			●		●		●	●
W.3.1.c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.			●		●		●	●
W.3.1.d Provide a concluding statement or section.					●		●	●
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		●		●		●		
W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.		●		●		●		
W.3.2.b Develop the topic with facts, definitions, and details.		●		●		●		
W.3.2.c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.		●		●		●		
W.3.2.d Provide a concluding statement or section.		●		●		●		
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	●		●					
W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	●		●					
W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	●		●					
W.3.3.c Use temporal words and phrases to signal event order.	●		●					
W.3.3.d Provide a sense of closure.	●		●					

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
WRITING STANDARDS <i>continued</i>								
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	●	●	●	●	●	●	●	●
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	●	●	●	●	●	●	●	●
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	●	●	●	●	●	●	●	●
W.3.7 Conduct short research projects that build knowledge about a topic.		●	●	●	●		●	
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	●	●	●	●	●	●	●	●
W.3.9 (Begins in Grade 4)								
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	●	●	●	●	●	●	●	●
SPEAKING AND LISTENING STANDARDS								
SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	●	●	●	●	●	●	●	●
SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	●	●						
SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	●	●	●	●			●	
SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	●	●	●	●		●	●	
SL.3.1.d Explain their own ideas and understanding in light of the discussion.	●	●	●	●			●	
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		●		●	●	●	●	●
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	●		●	●				●

● = ReadyGEN Teacher's Guide ★ = ReadyGEN PhonicsTeacher's Guide

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
SPEAKING AND LISTENING STANDARDS <i>continued</i>								
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	●	●	●	●		●	●	●
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	●		●	●		●	●	●
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.							●	●
LANGUAGE STANDARDS								
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●
L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	●	●	●	●	●	●	●	●
L.3.1.b Form and use regular and irregular plural nouns.	●	●					●	
L.3.1.c Use abstract nouns (e.g., <i>childhood</i>).						●	●	
L.3.1.d Form and use regular and irregular verbs.	●			●		●		
L.3.1.e Form and use the simple (e.g., <i>I walked</i> ; <i>I walk</i> ; <i>I will walk</i>) verb tenses.	●	●		●		●		
L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.		●	●	●			●	●
L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.			●		●	●		●
L.3.1.h Use coordinating and subordinating conjunctions.		●		●	●	●		●
L.3.1.i Produce simple, compound, and complex sentences.	●	●	●			●		●
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	●	●
L.3.2.a Capitalize appropriate words in titles.			●		●			●
L.3.2.b Use commas in addresses.		●					●	
L.3.2.c Use commas and quotation marks in dialogue.	●		●				●	
L.3.2.d Form and use possessives.					●		●	

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B
LANGUAGE STANDARDS <i>continued</i>								
L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).				●	●		●	
L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules meaningful word parts) in writing words.	●			●	●	●	●	
L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.				●	●			●
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●
L.3.3.a Choose words and phrases for effect.			●					
L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.			●	●				
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	●	●	●	●	●	●	●	●
L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	●	●	●	●	●	●	●	●
L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).							●	
L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).							●	
L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	●	●	●	●	●			●
L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.	●	●	●	●	●	●		●
L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).	●	●	●	●	●	●		●
L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).	●			●	●	●	●	●
L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).							●	
L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	●	●	●	●	●	●	●	●



Unit Overviews

Vertical Standards Maps

Grade 3 Unit 1

Observing the World Around Us

MODULE A

PBA Description

Task: Narrating Our World

In *The Case of the Gasping Garbage*, the characters of Doyle and Fossey impact the sequence of events by using their observations to solve problems. Students will observe or imagine a busy area (the library, cafeteria, playground, etc.), just as the characters did in *The Case of the Gasping Garbage*, and think about the kinds of characters they would find there.

Essential Questions

Readers: How do readers understand and explain characters' actions in stories? **RL.3.3**

Writers: How do writers use specific sensory details, dialogue, and description to advance the sequence of events in a story? **W.3.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text

The Case of the Gasping Garbage by Michele Torrey 460L

Supporting Text (Text Collection): Literary Text

Thunder Cake by Patricia Polacco 630L

Supporting Text (Text Collection): Literary Text

"Location, Location, Location" from *The Lemonade War* by Jacqueline Davies 630L

Poetry

"Rhyme" by Elizabeth Coatsworth

"Magnifying Glass" by Valerie Worth

"Brother" by Mary Ann Hoberman

Standards Coverage

Reading: Literature

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10

Reading: Foundational Skills

RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c

Writing

W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.5, W.3.6, W.3.7, W.3.10

Speaking and Listening

SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.3, SL.3.4, SL.3.5

Language

L.3.1, L.3.1.a, L.3.1.b, L.3.1.d, L.3.1.e, L.3.1.i, L.3.2, L.3.2.c, L.3.2.f, L.3.3, L.3.4, L.3.4.a, L.3.4.d, L.3.5, L.3.5.a, L.3.5.b, L.3.6

Goals

Readers will be able to show how a character's motivations affect the sequence of events of a story. **RL.3.3**

Writers will be able to use characters' dialogue, feelings, and sensory details to explain the sequence of events in a story and lead to a solution. **W.3.3.b**

Learners will explore content to show how close observation helps to understand and know characters and actions.

Big Idea

Close Observation

Problem Solving

Change Over Time

Enduring Understandings

Readers understand characters' motivations and actions in stories. **RL.3.3**

Writers understand that characters' actions impact the sequence of events in a story. **W.3.3**

Learners explore content to understand that close observation helps to identify problems and find solutions.

Observing the World Around Us

MODULE B

PBA Description

Task: In the News!
Students will write an informative/explanatory news article on one living thing. The topics will be selected by the students.

Essential Questions

Readers: How do authors use compare/contrast to help readers understand information? **RI.3.9**
Writers: How do writers use signal words to identify compare/contrast? **W.3.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
At the Root of It by Robert Newell 690L
Supporting Text (Trade Book): Informational Text
Let's Classify Organisms by Kelli Hicks 860L
Supporting Text (Text Collection): Informational Text
The Moon Seems to Change by Franklin M. Branley 470L
Poetry
"Roots" by Douglas Florian
"Under the Microscope" by Lee Bennett Hopkins
"Summer Full Moon" by James Kirkup
"The Moon is a White Cat" from Hungary

Standards Coverage

Reading: Informational
RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10
Reading: Foundational Skills
RF.3.4, RF.3.4.a, RF.3.4.b, RF.3.4.c
Writing
W.3.2, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10
Speaking and Listening
SL.3.1, SL.3.1.a, SL.3.1.b, SL.3.1.c, SL.3.2, SL.3.4, SL.3.6
Language
L.3.1, L.3.1.a, L.3.1.b, L.3.1.e, L.3.1.f, L.3.1.h, L.3.1.i, L.3.2, L.3.2.b, L.3.2.f, L.3.3, L.3.4, L.3.4.a, L.3.4.d, L.3.5, L.3.5.a, L.3.6

Goals

Readers will be able to identify comparisons, contrasts, and changes over time by closely reading sentences, paragraphs, and text features across texts about the same topic. **RI.3.9**
Writers will be able to use research-based facts and text features to convey main ideas and details about a topic that changes over time. **W.3.8**
Learners explore content to use observational skills to understand how things change over time.

Big Idea

Observing Change Over Time
Close Observation

Enduring Understandings

Readers understand main ideas by looking closely at the facts and details used to support them. **RI.3.2**
Writers understand how to convey information about main ideas and details through text features and illustrations. **W.3.2.**
Learners explore content to understand how close observation can explain how and why things in the world change over time.

Grade 3 Unit 2

Connecting Character, Culture, and Community

MODULE A

PBA Description

Task: Miss Agnes Returns

In September when everyone returned from fish camp, Miss Agnes was in her cabin. Everyone was happy.

Students will use what they have learned about character to write a next scene in the book. They can act it out with partners or create a visual element to complement the scene, showing their knowledge of character.

Essential Questions

Readers: How does a character's environment and culture impact behavior? **RL.3.3**

Writers: How does a character's dialogue and actions impact the course of events in a narrative? **W.3.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
The Year of Miss Agnes by Kirkpatrick Hill 790L

Supporting Text (Text Collection): Informational Text
The Athabascans: Old Ways and New Ways by Ron Fridell 770L

Supporting Text (Text Collection): Literary Text
The Frog Princess: A Tlingit Legend from Alaska retold by Eric A. Kimmel 630L

Poetry

"Arctic Sun" by Eileen Spinelli

"Ptarmigan" by Eileen Spinelli

"Caribou" by Eileen Spinelli

Standards Coverage

Reading: Literature

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.10

Reading: Informational

RI.3.1, RI.3.2, RI.3.4

Reading: Foundational Skills

RF.3.4, RF.3.4.b, RF.3.4.c

Writing

W.3.3, W.3.3.a, W.3.3.b, W.3.3.c, W.3.3.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10

Speaking and Listening

SL.3.1, SL.3.1.a, SL.3.1.c, SL.3.1.d, SL.3.3, SL.3.4, SL.3.5

Language

L.3.1, L.3.1.a, L.3.1.f, L.3.1.g, L.3.1.i, L.3.2, L.3.2.a, L.3.2.c, L.3.3, L.3.3.a, L.3.2.b, L.3.4, L.3.4.a, L.3.4.c, L.3.4.d, L.3.5, L.3.5.a, L.3.6

Goals

Readers will use text-based evidence to draw conclusions about the characters in literary texts. **RL.3.1**

Writers will use dialogue and action to create a narrative with a central message. **W.3.3**

Learners will recognize that people have rich cultural heritage and traditions.

Big Idea

Relationships

Community

Culture

Enduring Understandings

Readers understand that a character contributes to a sequence of events. **RL.3.3**

Writers understand that a central message is conveyed through the actions of a character. **W.3.3**

Learners understand that relationships within a community are affected by culture and community.

Connecting Character, Culture, and Community

MODULE B

PBA Description

Task: Community Compare and Contrast
What is a Community? from A to Z highlights different kinds of communities and discusses how the physical features of their location impact their way of life. Students will use what they have learned to compare and contrast the ways of life of two communities.

Essential Questions

Readers: How do features of text help a reader understand the main idea? **RI.3.5, RI.3.7**
 Writers: How do writers group information and illustrations to create a main idea? **W.3.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
What is a Community? from A to Z
 by Bobbie Kalman IG680L

Supporting Text (Trade Book): Literary Text
Around Our Way on Neighbors' Day
 by Tameka Fryer Brown AD630L

Supporting Text (Text Collection): Informational Text
City Homes by Nicola Barber NC760L

Poetry

"Living Above Good Fortune" by Janet S. Wong
"Walking Home from School" by Ann Whitford Paul

Standards Coverage

Reading: Literature
RL.3.1, RL.3.2

Reading: Informational
RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10

Reading: Foundational Skills
RF.3.4, RF.3.4.b, RF.3.4.c

Writing
W.3.2, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10

Speaking and Listening
SL.3.1, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.3, SL.3.4, SL.3.5

Language
L.3.1, L.3.1.a, L.3.1.d, L.3.1.e, L.3.1.f, L.3.1.h, L.3.2, L.3.2.e, L.3.2.f, L.3.2.g, L.3.3, L.3.3.b, L.3.4, L.3.4.a, L.3.4.d, L.3.5, L.3.5.a, L.3.5.b, L.3.6

Goals

Readers will use evidence to identify the main idea and key details of a text. **RI.3.1**

Writers will write informative texts to examine a topic and express ideas and information clearly. **W.3.2**

Learners will recognize that families, schools, and communities differ from place to place around the world.

Big Idea

Relationships
Community
Culture

Enduring Understandings

Readers understand that photographs, illustrations, and captions help us master concepts in informational text. **RI.3.7**

Writers understand that ideas are clearly presented through the structure and features of texts. **W.3.2**

Learners understand that there are similarities and differences in communities around the world.

Grade 3 Unit 3

Seeking Explanations

MODULE A

PBA Description

Task: The Power of Story

What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this topic using text examples from *Storm in the Night* and *Knots on a Counting Rope*.

Essential Questions

Readers: How do readers recount stories using text-based details to understand the central message, lesson, or theme? **RL.3.2**

Writers: What does it mean to support your opinion? **W.3.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Storm in the Night by Mary Stolz 550L

Supporting Text (Text Collection): Literary Text
Knots on a Counting Rope by Bill Martin Jr. 540L

Supporting Text (Text Collection): Literary Text
Paul Bunyan adapted by Stephen Krensky 790L

Poetry

“Storm” by Adrien Stoutenberg

“The Wind” by James Reeves

“Where Would You Be?” by Karla Kuskin

Standards Coverage

Reading: Literature

RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.10

Reading: Foundational Skills

RF.3.4, RF.3.4.a, RF.3.4.b

Writing

W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10

Speaking and Listening

SL.3.1, SL.3.1.c, SL.3.2, SL.3.4, SL.3.5

Goals

Readers will recount stories including character actions and how they contribute to the sequence. **RL.3.2**

Writers will support a point of view with reasons and evidence. **W.3.1**

Learners will become aware of how people use stories to explain the world or combat fear.

Language

L.3.1, L.3.1.a, L.3.1.c, L.3.1.d, L.3.1.e, L.3.1.e, L.3.2, L.3.2.a, L.3.2.c, L.3.3, L.3.3.a, L.3.2.b, L.3.4, L.3.4.a, L.3.4.c, L.3.4.d, L.3.5, L.3.5.a, L.3.6

Big Idea

Generations

Oral Histories

Enduring Understandings

Readers understand that stories help us explain the world to each other and through generations, through central message, moral, and theme. **RL.3.2**

Writers understand that opinion writing supports a point of view with reasons. **W.3.1**

Learners understand that oral histories transmit experience, explanations, and wisdom for generations.

Seeking Explanations

MODULE B

PBA Description

Task: News Report
Students will use what they have learned from *Weather* and *Living Through a Natural Disaster* to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.

Essential Questions

Readers: How do readers understand complex informational text through both illustrations and text? **RI.3.7**
Writers: How do writers introduce and develop a topic with facts, details, and linking words? **W.3.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Weather by Seymour Simon AD1020L
Supporting Text (Text Collection): Literary Text
On the Same Day in March: A Tour of the World's Weather by Marilyn Singer AD540L
Supporting Text (Trade Book): Informational Text
Living Through a Natural Disaster by Eve Recht 940L
Resources
Temperature chart showing Fahrenheit and Celsius
Photographs and text about tools for measuring weather
Poetry
"Weather" by Anonymous
"Tornado Season" by Adrien Stoutenberg

Standards Coverage

Reading: Literature
RL.3.1
Reading: Informational
RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.7, RI.3.9, RI.3.10
Reading: Foundational Skills
RF.3.4, RF.3.4.b, RF.3.4.c
Writing
W.3.2, W.3.2.a, W.3.2.b, W.3.2.c, W.3.2.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10
Speaking and Listening
SL.3.1, SL.3.1.c, SL.3.2, SL.3.4, SL.3.5
Language
L.3.1, L.3.1.a, L.3.1.c, L.3.1.d, L.3.1.e, L.3.1.g, L.3.1.h, L.3.1.i, L.3.2, L.3.2.f, L.3.3, L.3.4, L.3.4.a, L.3.4.b, L.3.5, L.3.5.a, L.3.5.b, L.3.6

Goals

Readers will ask and answer questions about a topic, using informational texts to determine main ideas and details that describe scientific concepts, using language that pertains to time, sequence, and cause/effect. **RI.3.2, RI.3.3**
Writers will write informative/explanatory texts to examine a topic and convey ideas through facts, definitions, details, and illustrations in order to share information with an audience. **W.3.2**
Learners will explore reasons explaining how and why things occur in nature.

Big Idea

Interactions
Climates

Enduring Understandings

Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature. **RI.3.3**
Writers understand that related information goes together when presenting a topic, with facts, definitions, and details. **W.3.2**
Learners will understand scientific reasons for how and why things occur in nature.

Grade 3 Unit 4

Becoming an Active Citizen

MODULE A

PBA Description

Task: Interviewing Active Citizens
Students will identify an active citizen in their family, school, or local community to interview about taking action and making change. Students will develop questions to ask during the interview, take an audio recording of the interview to reference/transcribe, and state an opinion about the impact their active citizen has had on the community.

Essential Questions

Readers: How do the characters' actions contribute to the events, plot, and theme in a text? **RL.3.3**
Writers: How is theme revealed through details and language in a text? **W.3.10**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Brave Girl by Michelle Markel AD760L
Supporting Text (Text Collection): Literary Text
Back of the Bus by Aaron Reynolds 720L
Supporting Text (Trade Book): Literary Text
The Ride: The Legend of Betsy Dowdy by Kitty Griffin AD510L
Resources
"Rosa Parks: Hero of Our Time" by Garnet Wilson Jackson
Poetry
"Brother Against Brother" by Patricia J. Murphy
"The Little Black-Eyed Rebel" by Will Carleton
"Dare" by Laura Purdie Salas

Standards Coverage

Reading: Literature
RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.7, RL.3.10
Reading: Informational
RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, RI.3.9, RI.3.10
Reading: Foundational Skills
RF.3.4, RF.3.4.a, RF.3.4.b
Writing
W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.4, W.3.5, W.3.6, W.3.7, W.3.8, W.3.10
Speaking and Listening
SL.3.1, SL.3.1.b, SL.3.1.c, SL.3.1.d, SL.3.2, SL.3.4, SL.3.5, SL.3.6
Language
L.3.1, L.3.1.a, L.3.1.b, L.3.1.c, L.3.1.d, L.3.1.e, L.3.1.f, L.3.2, L.3.2.b, L.3.2.c, L.3.2.d, L.3.2.e, L.3.2.f, L.3.3, L.3.4, L.3.4.a, L.3.4.b, L.3.4.c, L.3.5.b, L.3.5.c, L.3.6

Goals

Readers will analyze the characters, theme, setting, and plot in stories they read. **RL.3.3**
Writers will examine character, plot, and setting to develop an understanding of theme. **W.3.10**
Learners will identify qualities of active citizenship.

Big Idea

Courage

Enduring Understandings

Readers understand that characters' roles influence the events, plot, and theme in a story. **RL.3.3**
Writers understand that characters' actions can reveal big ideas of a text. **W.3.10**
Learners understand that active citizens can be agents for positive change when they stand up for what they believe in.

Becoming an Active Citizen

MODULE B

PBA Description

Task: How Our Government Works!
Students will research and take notes on how our government works. Students will use their research to form an opinion about why our government works well and will then create a presentation including their findings and opinions.

Essential Questions

Readers: What is the main idea? **RI.3.2**
Writers: How do writers enhance their writing through multiple sources? **W.3.8**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
What Is a Government? by Logan Everett and Simon Adams 950L
Supporting Text (Text Collection): Informational Text
Who Really Created Democracy? by Amie Jane Leavitt 640L
Supporting Text (Text Collection): Informational Text
A More Perfect Union: The Story of Our Constitution by Betsy and Giulio Maestro AD850L
Poetry
"Where?" by Eleanor Roosevelt
"America" by Samuel Francis Smith
"Washington, D.C." by Rebecca Kai Dotlich

Standards Coverage

Reading: Informational
RI.3.1, RI.3.2, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10
Reading: Foundational Skills
RF.3.4, RF.3.4.b
Writing
W.3.1, W.3.1.a, W.3.1.b, W.3.1.c, W.3.1.d, W.3.4, W.3.5, W.3.6, W.3.8, W.3.10
Speaking and Listening
SL.3.1, SL.3.1.a, SL.3.2, SL.3.3, SL.3.4, SL.3.5, SL.3.6
Language
L.3.1, L.3.1.a, L.3.1.f, L.3.1.g, L.3.1.h, L.3.1.i, L.3.2, L.3.2.a, L.3.2.g, L.3.3, L.3.4, L.3.4.a, L.3.4.d, L.3.5, L.3.5.a, L.3.5.b, L.3.6

Goals

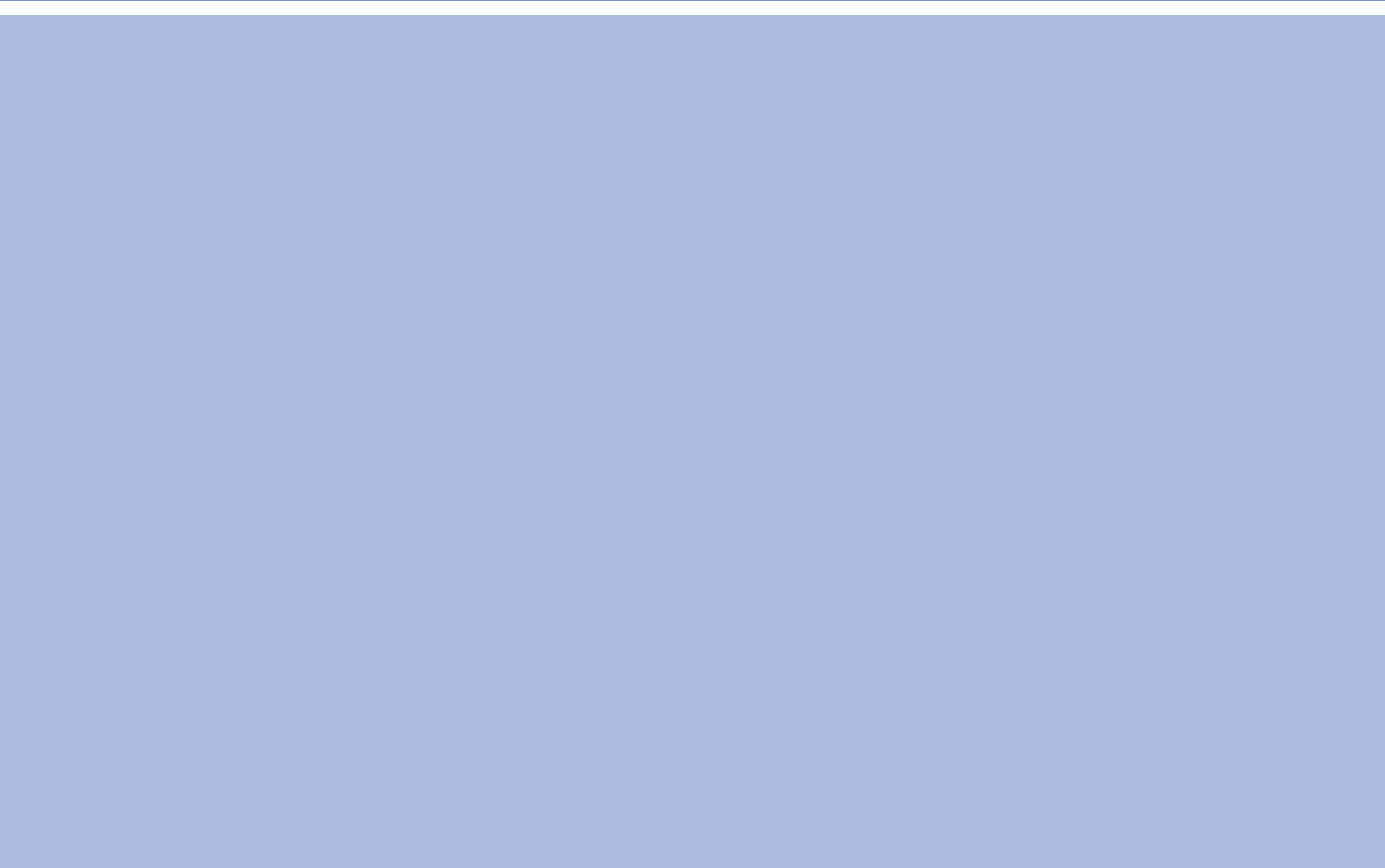
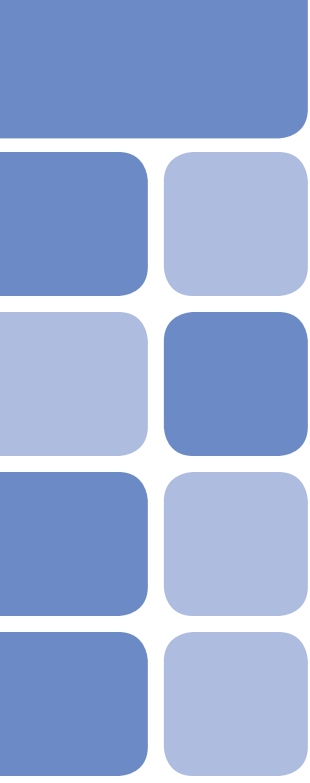
Readers will use details in the text to determine the main idea. **RI.3.2**
Writers will examine different sources to conduct short research. **W.3.8**
Learners will know that the process of selecting leaders, solving problems, and making decisions across governments in nations and communities around the world differs.

Big Idea

Governments

Enduring Understandings

Readers understand that texts contain a main idea and details to support it. **RI.3.2**
Writers understand using different sources enhances their writing. **W.3.8**
Learners will understand that types of governments in nations around the world have different structures and varied processes.



Common Core Correlations

Grade 3

Common Core Standards for English Language Arts

ReadyGEN ©2014 Grade 3

READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

TG U1: 22, 23, 63, 92, 93, 142, 162, 163, 172, 182, 183
TG U2: 42, 43, 112, 113, 132, 133, 172, 173, 182, 183, 236, 342, 343
TG U3: 12, 32, 42, 43, 53, 72, 73, 93, 112, 132
TG U4: 13, 103, 163, 167, 173, 174, 183

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

TG U1: 28–29, 30, 31
TG U2: 65, 66, 67, 95, 96, 135, 143, 155, 156, 157, 335, 337
TG U3: 93, 95, 96, 97, 123, 133, 145, 146, 147, 183, 185, 186, 187
TG U4: 125, 126, 127, 153, 155, 156, 157, 184, 185

RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

TG U1: 15, 16, 17, 43, 45, 46, 47, 127
TG U2: 35, 36, 37, 43, 45, 46, 47, 73, 75, 76, 77, 105, 106, 107
TG U3: 45, 46, 47, 85, 86, 87, 103, 105, 106, 107, 165, 166, 167
TG U4: 15, 16, 17, 25, 26, 27, 173, 175, 176, 177

Craft and Structure

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

TG U1: 35, 95, 96, 97
TG U2: 43, 55, 56, 57, 165, 166, 167, 223
TG U3: 25, 26, 27, 35, 37, 55, 56, 57, 75, 76, 77, 175, 176, 177
TG U4: 113, 133

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as *chapter*, *scene*, and *stanza*; describe how each successive part builds on earlier sections.

TG U1: 55, 56, 57, 73, 75, 76, 77, 107, 113, 153, 155, 156, 157
TG U3: 12
TG U4: 145, 146, 147

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

TG U1: 103, 105, 107
TG U3: 113, 115, 116, 117, 153, 155, 156, 157, 173, 174

Integration of Knowledge and Ideas

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

TG U2: 85, 143, 145, 146, 147, 153, 345, 346, 347, 353, 363
TG U3: 15, 16, 17, 65, 66, 67, 125, 126, 127, 155, 156, 157
TG U4: 105, 133, 143, 163, 184

RL.3.8 (Not applicable to literature)

Not applicable according to the Common Core Standards for English Language Arts

Common Core Standards
for English Language Arts

ReadyGEN ©2014 Grade 3

Integration of Knowledge and Ideas *continued*

RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

TG U1: 115, 116, 117

Range of Reading and Level of Text Complexity

RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

TG U1: 15, 32, 45, 52, 62, 72, 82, 85, 92, 112, 135, 152, 155

TG U2: 35, 46, 75, 85, 92, 105, 126, 155, 162, 165

TG U3: 15, 25, 32, 35, 65, 72, 82, 92, 95, 115, 142, 155, 162

TG U4: 15, 25, 32, 115, 125, 135, 145, 152, 155, 175, 182, 185

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

TG U1: 212, 213, 232, 233, 242, 243, 332, 333, 382, 383

TG U2: 12, 132, 136, 213, 223, 233, 243, 253, 292, 313

TG U3: 215, 216, 217, 222, 223, 233, 265, 266, 267, 362, 363

TG U4: 42, 63, 66, 73, 102, 136, 317

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

TG U1: 213, 215, 216, 217, 243, 245, 246, 247, 285, 287

TG U2: 15, 16, 17, 135, 136, 137, 215, 216, 217, 265, 295, 325, 326, 327

TG U3: 303, 305, 306, 307, 343, 373, 375, 376, 377

TG U4: 213, 215, 216, 217, 314, 315, 316, 317, 325, 326, 327, 335, 336, 337, 363

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

TG U3: 223, 225, 226, 227, 255, 256, 257, 383, 385, 386, 387

TG U4: 45, 46, 47, 65, 66, 67, 265, 266, 267, 313, 355, 356, 357

Craft and Structure

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

TG U1: 213, 243, 263, 273, 283, 323, 333, 343

TG U2: 13, 213, 253, 263, 283, 293, 303, 313

TG U3: 213, 223, 233, 243, 253, 275, 276, 277, 283, 313, 323, 333, 343

TG U4: 53, 63, 73, 213, 223, 243, 253, 273, 285, 286, 287

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

TG U1: 225, 226, 227, 255, 256, 257, 315, 317, 323, 325, 375, 377

TG U2: 233, 313, 315, 316, 317, 376, 377

TG U3: 313, 325, 326

TG U4: 253, 274

**Common Core Standards
for English Language Arts**

ReadyGEN ©2014 Grade 3

Craft and Structure *continued*

RI.3.6 Distinguish their own point of view from that of the author of a text.

TG U4: 235, 236, 237, 305, 306, 307, 385, 386, 387

Integration of Knowledge and Ideas

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

TG U1: 223, 225, 226, 227, 233, 257, 265, 303, 305, 306, 307, 323

TG U2: 233, 235, 236, 237, 243, 263, 275, 283, 293, 303, 363, 373

TG U3: 245, 246, 247, 263, 264, 268–269, 325, 326, 327

TG U4: 53, 55, 56, 57, 223, 273, 343, 346, 373, 375, 376, 377

RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

TG U3: 225, 226, 227, 295, 296, 297, 335, 336, 337, 355, 356, 357, 385, 386, 387

TG U4: 65, 66, 67, 265, 266, 267, 355, 356, 357, 383, 384, 385

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

TG U1: 237, 314, 315, 373, 374, 375, 385, 386, 387

TG U2: 323, 325, 327, 365, 366, 367, 375, 376, 377

TG U3: 305, 306, 365, 366, 367, 375, 376, 377, 385, 386, 387

TG U4: 105, 106, 107, 165, 166, 167, 185, 186, 187, 315, 316, 317, 365, 366, 367

Range of Reading and Level of Text Complexity

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

TG U1: 215, 225, 245, 255, 265, 282, 295, 315, 325, 352, 372

TG U2: 215, 225, 232, 235, 245, 255, 275, 286, 295, 312, 382

TG U3: 215, 222, 235, 242, 246, 262, 272, 285, 305, 325, 345, 352

TG U4: 45, 55, 72, 85, 92, 215, 235, 242, 255, 262, 295, 315, 335, 352, 372, 385

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

TG Phonics: 11, 16, 20, 27, 31, 43, 48, 55, 67, 71, 84, 95, 103, 123, 144, 164

RF.3.3.a Identify and know the meaning of the most common prefixes and derivational suffixes.

TG U4: 70

TG Phonics: 22, 27, 34, 79, 86, 88, 90, 95, 110, 112, 115, 118, 141, 158, 160, 171

RF.3.3.b Decode words with common Latin suffixes.

TG U4: 60

TG Phonics: 26, 27, 28, 34, 87, 88, 95, 96, 114, 116, 118, 158, 159, 160, 174

Common Core Standards
for English Language Arts

ReadyGEN ©2014 Grade 3

Phonics and Word Recognition *continued***RF.3.3.c** Decode multisyllable words.**TG Phonics:** 15, 16, 47, 48, 51, 52, 107, 131, 132, 135, 136, 167, 168**RF.3.3.d** Read grade-appropriate irregularly spelled words.**TG Phonics:** 15, 27, 39, 47, 59, 67, 75, 83, 99, 103, 115, 127, 139, 143, 155, 163

Fluency

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.**TG U1:** 26, 66, 86, 106, 126, 176, 246, 266, 326, 376**TG U2:** 26, 96, 126, 186, 226, 266, 286, 306, 346, 386**TG U3:** 26, 46, 66, 86, 106, 126, 166, 226, 266, 296**TG U4:** 36, 56, 76, 96, 116, 146, 226, 246, 266, 276, 296**RF.3.4.a** Read grade-level text with purpose and understanding.**TG U1:** 26–27, 86–87, 106–107, 126–127, 166–167, 176–177, 186–187, 246–247, 266–267, 366–367**TG U3:** 26–27, 66–67, 246–247**TG U4:** 56–57, 76–77, 96–97**RF.3.4.b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.**TG U1:** 26, 86, 106, 126, 266, 326, 366, 376**TG U2:** 26, 46, 96, 126, 186, 226, 286, 306**TG U3:** 26, 46, 66, 86, 106, 126, 166, 226, 246, 266, 276, 316, 356**TG U4:** 36, 56, 96, 116, 146, 276, 296**RF.3.4.c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.**TG U1:** 23, 326, 363, 366**TG U2:** 56–57, 226–227

WRITING STANDARDS

Text Types and Purposes

W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.**TG U1:** 280–281**TG U3:** 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 192–199**TG U4:** 98–101, 118–121, 138–141, 158–161, 178–181, 228–231, 268–271, 288–291, 308–311, 392–399**W.3.1.a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.**TG U1:** 280–281**TG U3:** 21, 48–51, 88–91, 148–151**TG U4:** 48–51, 58–61, 78–81, 248–251, 258–261, 278–281**W.3.1.b** Provide reasons that support the opinion.**TG U1:** 280–281**TG U3:** 68–69, 78–81**TG U4:** 68–71, 268–271

**Common Core Standards
for English Language Arts**

ReadyGEN ©2014 Grade 3

Text Types and Purposes *continued*

W.3.1.c Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.

TG U1: 278–281
TG U3: 98–101
TG U4: 88–91, 288–291

W.3.1.d Provide a concluding statement or section.

TG U3: 108–109, 111, 118–119, 121
TG U4: 98–101, 108–111, 298–301, 308–311

W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

TG U1: 218–221, 238–241, 248–251, 258–261, 268–271, 288–291, 298–301, 308–311, 318–321, 392–399
TG U2: 218–221, 228–231, 238–241, 258–261, 268–271, 278–281, 288–291, 298–301, 358–361, 392–399
TG U3: 218–221, 228–231, 238–241, 248–251, 268–271, 278–281, 288–291, 298–301, 308–311, 392–399

W.3.2.a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

TG U1: 220, 221, 240, 241, 248–249, 250, 251, 258–259, 298–299, 300, 301, 320, 321
TG U2: 238–239, 240, 241, 268–269, 270, 271, 278–279, 280, 281
TG U3: 248–249, 251, 268–269, 271, 278–279, 281

W.3.2.b Develop the topic with facts, definitions, and details.

TG U1: 220, 221, 250, 251, 260, 261, 288–289, 290, 291
TG U2: 258–259, 260, 261
TG U3: 238–239, 258–259, 261

W.3.2.c Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

TG U1: 268–269, 270, 271, 278–279, 280, 281
TG U2: 288–289, 290, 291, 298–299, 300, 301
TG U3: 288–289, 291

W.3.2.d Provide a concluding statement or section.

TG U1: 308–309, 310, 311
TG U2: 308–309, 310, 311
TG U3: 298–299, 301, 308–309, 311

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

TG U1: 18–21, 28–31, 38–41, 58–61, 68–71, 88–91, 108–111, 128–131, 192–199
TG U2: 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 192–199

W.3.3.a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

TG U1: 18–21, 38–41, 48–51, 68–71, 78–81
TG U2: 48–51, 58–61, 68–71

W.3.3.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

TG U1: 58–61, 98–101, 108–111, 118–121, 128–131
TG U2: 88–91, 98–101, 108–111, 118–121



Common Core Standards
for English Language Arts

ReadyGEN ©2014 Grade 3

Text Types and Purposes *continued*

W.3.3.c Use temporal words and phrases to signal event order.

TG U1: 88–91, 192
TG U2: 78–81

W.3.3.d Provide a sense of closure.

TG U1: 38–41, 138–141
TG U2: 128–131

Production and Distribution of Writing

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

TG U1: 20, 30, 40, 50, 60, 80, 90, 160, 290, 330
TG U2: 20, 70, 100, 140, 150, 230, 250, 310, 340, 350
TG U3: 148–149, 158–159, 348–349, 358–359, 368–369, 388–389
TG U4: 148–149, 158–159, 168–169, 178–179, 188–189, 348–349, 358–359, 368–369, 378–379, 388–389

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

TG U1: 148–151, 168–171, 178–181, 328–331, 348–351, 358–361
TG U2: 148–151, 168–171, 178–181, 348–351, 368–371, 378–381
TG U3: 158–161, 168–171, 178–181, 348–351, 358–361, 368–371, 378–381
TG U4: 148–151, 158–161, 168–171, 178–181, 348–351, 358–361, 368–371, 378–381

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

TG U1: 21, 51, 81, 101, 131, 171, 221, 251, 331, 341, 381
TG U2: 61, 71, 81, 141, 191, 261, 281, 291, 311, 341, 381
TG U3: 21, 41, 61, 81, 101, 111, 151, 191, 231, 271, 291, 351, 361, 391
TG U4: 31, 61, 81, 121, 151, 191, 241, 281, 351, 391

Research to Build and Present Knowledge

W.3.7 Conduct short research projects that build knowledge about a topic.

TG U1: 260, 330, 331, 380, 381, 388–389, 390, 391
TG U2: 18–19, 20, 21, 328–329, 330, 331
TG U3: 128–131
TG U4: 118–121, 138–141

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

TG U1: 150, 250, 260, 330, 331, 378–381, 388–391
TG U2: 18–21, 28–31, 250, 260, 318–321, 328–331, 338–341
TG U3: 128–131, 138–141, 318–321, 328–331, 338–341
TG U4: 118–121, 138–141, 318–321, 328–331, 338–341

W.3.9 (Begins in grade 4)

Not applicable according to the Common Core Standards for English Language Arts

Common Core Standards for English Language Arts

ReadyGEN ©2014 Grade 3

Range of Writing

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

TG U1: 18–21, 98–101, 118–121, 158–161, 192–199, 248–251, 318–321, 348–351, 392–399

TG U2: 38–41, 68–71, 98–101, 128–131, 192–199, 218–221, 258–261, 328–331, 392–399

TG U3: 18–21, 48–51, 118–121, 148–151, 168–171, 192–199, 268–271, 348–351, 368–371, 392–399

TG U4: 18–21, 58–61, 118–121, 148–151, 178–181, 228–231, 268–271, 318–321, 348–351, 392–399

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

TG U1: 14, 34, 104, 154, 214, 234, 274, 324, 354

TG U2: 24, 54, 84, 164, 234, 294, 324

TG U3: 14, 44, 64, 84, 104, 164, 224, 284, 314, 364

TG U4: 14, 24, 44, 64, 114, 134, 161, 214, 254, 284, 324, 364

SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

TG U1: 124, 164, 384

SL.3.1.b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

TG U1: 24, 54, 94, 104, 144, 234, 374

TG U2: 24, 214, 264

TG U4: 44, 54, 114

SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

TG U1: 14, 44, 64, 74, 114, 264, 284, 294, 354

TG U2: 14, 54, 234, 254, 294, 304

TG U3: 244, 284

TG U4: 84, 134, 184

SL.3.1.d Explain their own ideas and understanding in light of the discussion.

TG U1: 14, 24, 54, 84, 214, 314, 334, 344

TG U2: 54, 234, 324

TG U4: 24

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

TG U1: 214, 244, 284, 334, 354, 364

TG U2: 284, 354

TG U3: 134, 144, 184, 274, 294, 304, 314, 334, 344

TG U4: 184, 214, 244, 294, 304, 314, 364



Common Core Standards
for English Language Arts

ReadyGEN ©2014 Grade 3

Comprehension and Collaboration *continued*

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

TG U1: 64
TG U2: 144, 198, 398
TG U4: 398

Presentation of Knowledge and Ideas

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

TG U1: 104, 198, 214, 254, 354, 398
TG U2: 34, 104, 124, 198, 224
TG U3: 398
TG U4: 74, 184, 398

SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

TG U1: 198
TG U2: 154, 198, 398
TG U3: 398
TG U4: 124, 388–389, 398

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

TG U4: 104, 224, 324

LANGUAGE STANDARDS

Conventions of Standard English

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TG U1: 19, 39, 69, 119, 179, 219, 239, 279, 319, 349
TG U2: 49, 59, 69, 79, 189, 219, 229, 249, 259, 279, 299, 309
TG U3: 30, 50, 80, 110, 220, 250, 280, 320, 360, 390
TG U4: 20, 40, 90, 110, 150, 160, 220, 240, 260, 290

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

TG U1: 119, 179, 189, 219, 229, 309, 319, 329
TG U2: 49, 59, 79, 219, 229
TG U3: 20, 30, 40, 50, 60, 70, 80, 90, 220, 230, 320, 330
TG U4: 20, 80, 90, 100, 110, 120, 130, 350, 360, 370

L.3.1.b Form and use regular and irregular plural nouns.

TG U1: 39, 41, 129
TG U4: 30, 40, 50

L.3.1.c Use abstract nouns (e.g., *childhood*).

TG U3: 280, 290
TG U4: 90, 91

L.3.1.d Form and use regular and irregular verbs.

TG U1: 59, 149, 169
TG U2: 329, 339, 341, 349, 359, 361
TG U3: 300, 301, 310, 311, 330, 340, 341

**Common Core Standards
for English Language Arts**

ReadyGEN ©2014 Grade 3

Conventions of Standard English *continued*

L.3.1.e Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

TG U1: 59, 69, 71, 289, 299
TG U2: 309, 319
TG U3: 360, 361

L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.

TG U1: 239, 249, 269, 279, 289
TG U2: 129, 139, 149, 161, 279, 299
TG U4: 140, 280, 290

L.3.1.g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

TG U2: 69
TG U3: 100, 101, 110, 111, 120, 240, 241, 250, 260, 261, 270
TG U4: 380, 390

L.3.1.h Use coordinating and subordinating conjunctions.

TG U1: 349, 359, 361, 369, 371, 379, 381, 389
TG U2: 249, 259, 269
TG U3: 380, 390
TG U4: 310, 311

L.3.1.i Produce simple, compound, and complex sentences.

TG U1: 79, 259, 339, 389
TG U2: 169, 171, 179, 181, 189, 191
TG U3: 370, 380, 390
TG U4: 300, 310, 330

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TG U1: 99, 109, 178, 180, 361
TG U2: 19, 109, 119, 178–179, 181, 369, 379, 381
TG U3: 130, 150, 160, 170, 178–179, 180, 181, 190, 378
TG U4: 150, 160, 170, 180, 190, 340

L.3.2.a Capitalize appropriate words in titles.

TG U2: 29, 31
TG U3: 190, 191
TG U4: 340, 341

L.3.2.b Use commas in addresses.

TG U1: 300
TG U4: 190, 191

L.3.2.c Use commas and quotation marks in dialogue.

TG U1: 99, 109
TG U2: 89, 91, 99
TG U4: 170, 180

L.3.2.d Form and use possessives.

TG U3: 130, 131, 140, 141
TG U4: 150, 160

L.3.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

TG U2: 369, 371
TG U3: 150, 160, 170
TG U4: 60

Common Core Standards
for English Language Arts

ReadyGEN ©2014 Grade 3

Conventions of Standard English *continued*

L.3.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

TG U1: 39, 129, 149, 159, 169
TG U2: 339, 349, 359, 369, 379
TG U3: 150, 160, 300, 310, 330
TG U4: 40

L.3.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

TG U2: 389, 391
TG U3: 178–179, 180, 181
TG U4: 381

Knowledge of Language

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

TG U1: 19, 29, 59, 69, 99, 169, 189, 219, 239, 259, 299, 319, 339, 369
TG U2: 19, 49, 59, 79, 139, 189, 219, 249, 269, 299, 319, 379
TG U3: 20, 60, 90, 110, 160, 240, 290, 340, 370, 390
TG U4: 30, 90, 110, 140, 180, 220, 250, 290, 330, 370, 380

L.3.3.a Choose words and phrases for effect.

TG U2: 25, 26, 27

L.3.3.b Recognize and observe differences between the conventions of spoken and written standard English.

TG U2: 115, 116, 117, 355, 356, 357

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

TG U1: 23, 63, 73, 113, 133, 213, 263, 273, 283, 323, 333
TG U2: 13, 43, 63, 93, 103, 123, 143, 213, 253, 293, 333
TG U3: 23, 53, 73, 123, 143, 213, 223, 243, 283, 313, 323
TG U4: 13, 43, 63, 83, 143, 213, 253, 273, 293, 323, 333, 343

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

TG U1: 23, 35, 53, 63, 73, 133, 213, 283, 323, 366
TG U2: 63, 83, 123, 143, 163, 213, 263, 283
TG U3: 23, 33, 53, 63, 73, 83, 93, 235
TG U4: 53, 113, 123, 133, 143, 213, 223, 233, 243, 253, 273, 283, 303, 333

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).

TG U4: 60, 61, 70, 71

L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).

TG U4: 60, 61, 70, 71

**Common Core Standards
for English Language Arts**

ReadyGEN ©2014 Grade 3

Vocabulary Acquisition and Use *continued*

L.3.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

TG U1: 96, 123, 333, 343
TG U2: 55, 56, 166, 313, 315, 316, 317, 321
TG U3: 36, 136
TG U4: 245, 285, 287

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

TG U1: 35, 95, 295, 335, 364
TG U2: 25, 27, 55, 56, 57, 165, 166, 167, 225, 226, 227
TG U3: 25, 26, 27, 35, 36, 37, 55, 56, 57, 75, 76, 77, 235, 383
TG U4: 225, 255, 275, 295

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

TG U1: 35, 95, 96, 97, 295, 296, 297, 335, 336, 337
TG U2: 165, 166, 167, 225, 226, 227
TG U3: 75, 76, 77, 175, 176, 177, 275, 276, 277
TG U4: 245, 246, 247, 345, 346, 347

L.3.5.b Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

TG U1: 83
TG U2: 255, 256, 257, 285, 287, 305, 306, 307
TG U3: 56, 57, 285, 286, 287, 315, 316, 317, 345, 346, 347
TG U4: 35, 75, 225, 226, 227, 275, 276, 277, 295, 296, 297

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).

TG U4: 115, 116, 117, 135, 136, 137

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

TG U1: 34, 44, 54, 74, 94, 114, 144, 174, 224, 274, 304, 364
TG U2: 14, 24, 54, 84, 104, 134, 164, 184, 234, 264, 294, 334, 374
TG U3: 14, 34, 64, 94, 114, 124, 154, 174, 244, 274, 304, 354, 384
TG U4: 34, 64, 84, 124, 184, 234, 285, 286, 287, 324, 374

Acknowledgments

Photographs

22 Mihai Simonia/Shutterstock; 23, 27, 40, 51, 58, 60 HarperCollins Publishers;
23 Morrow Junior Books; 23 Pearson Learning Group